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ABSTRACT

A project in Illinois created a 17-member committee, reviewed literature, and conducted a telephone survey of all 51 state home economics supervisors in the United States to create a conceptual framework for secondary home economics. The framework was reviewed and refined by the participants and is being published. Additional materials developed and mailed to all home economics teachers in Illinois were a 32-page resource list and a bookmark. An article based on the telephone survey was submitted to the "Vocational Education Journal," and exploration/orientation outlines and student learning activities have been started. (The 19 appendixes that make up most of this document contain the following project materials: lists of the conceptual framework committee, the teacher team, the Illinois State University subject matter specialists, material resources, and technical committee; the self-esteem teaching unit field tested by teachers and their evaluations; a resource list; newsletter articles; a marketing plan for phase II of the project; an article submitted to a journal; a sample bookmark; lists of professional meetings attended; sample materials distributed at professional meetings; requests for an American Vocational Association article; presentation formats; a news release; and questionnaires distributed at professional meetings and mailed to teacher team members with summaries of responses.) (KC)

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ILLINOIS PLAN FOR

Home Economics education

CE059272

FY1989

ILLINOIS PLAN FOR HOME ECONOMICS EDUCATION:

FY89 FINAL REPORT

Project Staff

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Charlotte Carr

Project Assistant:
Diana Greene

Department of
Home Economics
Illinois State
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ILLINOIS STATE BOARD OF EDUCATION

Thomas Lay Burroughs
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Education

DEPARTMENT OF ADULT, VOCATIONAL AND TECHNICAL EDUCATION

Vocational Education
Program Improvement
Section

July, 1989

PT-IO-737

TABLE OF CONTENTS

Final Report Abstract 1

Expenditure of Funds 3

Paid Participants in Activity 3

Resource Listing

  Material Resources 4

  Human Resources 4

Major Accomplishments and Significant Findings

  Approved Project Goal(s) and Objectives 6

  Product(s) Abstract 7

  Major Dissemination Activities Summary 7

  Staff Development (Inservice Training for Teachers) 8

  Publicity 8

Problems: Special Problems Encountered 8

Summations of Any Evaluation Data Collected . . . 8

Statement of Impact 9

Conclusions and Recommendations 9

APPENDIX

A. Conceptual Framework Committee
B. Teacher Team Members
C. Illinois State University Subject Matter Specialists
D. Material Resources
E. Technical Committee
F. Materials Field Tested by Teachers - Self Esteem Teaching Unit
G. Evaluation of Self-Esteem Teaching Unit
H. Resource List
I. Newsletter Articles
J. Marketing Plan for Phase II
K. Article Submitted to Vocational Education Journal
L. Sample Bookmark
M. Attendance at Professional Meetings
N. Sample Materials Distributed at Professional Meetings
O. Requests for AVA Article
P. Presentation Formats Shared with Others
Q. News Release Sent to Systems Directions
R. Questionnaires Distributed at IVHETA, IHEA, and Mailed to Teacher Team Members
S. Summaries of Questionnaires Distributed at IVHETA, IHEA, and Mailed to Teacher Team Members

a. FINAL REPORT ABSTRACT

Official Project Title: Illinois Plan for Home Economics Education

Department of Adult, Vocational and Technical Education Funding Agreement Number: PT-IO-737

Project Director: Charlotte Carr

Funding Agency: Illinois State University

Location of Funded Agency: Normal, Illinois

Time Period Covered: August 15, 1988 - June 30, 1989

Goal(s) of the Project and its Relevancy to Vocational Education:

(1) To develop a first draft copy of the Home Economics Conceptual Framework.

(2) To develop a first draft copy of the outlines for exploration/orientation instruction to show the relationship to the State Goals for Learning Sample Learning Objectives in an attempt to identify how Home Economics education meets the academic requirements.

(3) Write a teaching unit for the exploration/orientation instruction and have the Teacher Team review and make recommendations.

(4) Develop a Resource List.

(5) Publish at least four articles in newsletters.

(6) Develop a marketing plan for Phase II.

(7) Involving national curriculum specialists, home economists in business, non-home economists, the Home Economics Council of Illinois (Joint Staff), the State Consultants responsible for Home Economics programs, other curriculum directors and teachers in the development of the objectives stated above has been a major thrust.

Major Accomplishments of the Project:

(1) With the help of a 17 member Conceptual Framework Committee, a review of the literature, and a telephone survey of all the 51 Home Economics Supervisors in the United States including the District of Columbia, a first draft copy of the conceptual framework was developed. The State Supervisors and Managers reviewed the materials. ComUnigraph was contacted to begin the publication process.

(2) During the contract year, the first draft copies of outlines for exploration/orientation instruction were partially created. The eight areas are careers, healthful life styles, human development, life situations, management, parenting, relationships, and self-esteem.

(3) A teaching outline for exploration/orientation including State Goals for Learning and Sample Student activities was developed for the self-esteem topic. The 30 member Teacher Team reviewed the materials and taught the activities in their classes. Feedback was provided for format, depth, and quality of information needed for the curriculum guide.

(4) The 30 member Teacher Team submitted items for a Resource List that they felt were quality materials. They recommended a format for printing. The staff combined and edited the teaching resources and added addresses for additional materials, contacts for guest speakers, newsletters, periodicals, professional organizations and toll free numbers.

(5) Newsletter articles were printed in the Illinois Home Economics Association newsletter, three articles in the Illinois Vocational Home Economics Teachers Association Newsletter and the ISU Clinical Experience Newsletter. A news release was mailed to each of the System Directors. Some of them published this in their newsletter.

(6) A marketing plan for Phase II was developed with the help of a marketing consultant. The purpose of the plan is to promote the activities of the project to as many audiences as possible.

(7) Presentations to inform people about the project were made at: Illinois Home Economics Association Meeting (November 4, 33 participants), Illinois Vocational Association (February 18, 21 participants), Decatur Educational Conference (March 22, 15 participants), and Illinois State University's Update Conference (June 15, 48 participants). Data was collected at the IHEA Conference to help identify what teachers thought should be included in future Home Economics curriculum. This information concurred with information gathered from the State Supervisors and the "Affectiveness Study" conducted at Northern Illinois University and the recommendations made by the Conceptual Framework Committee.

(8) An article was submitted to the Vocational Education Journal based upon the telephone survey of Home Economics State Supervisors. Requests from four State Supervisors were made for copies of the article or for additional information.

Products Delivered:

(1) A 32 page Resource List has been delivered to the printer. It will be mailed to all Home Economics teachers in Illinois, August 15.

(2) A bookmark has been developed and printed to explain major topics in Home Economics as a part of the marketing plan. A sample copy and a camera-ready copy for teacher reproduction will be included in the mailing above.

(3) A copy of the "Voc Ed Resources in Illinois" has been printed to be included in the mailing above.

(4) A public relations plan has been developed.

(5) An article based upon the telephone survey of State Home Economics Supervisors was submitted to the Vocational Education Journal in November. It is not known if it is scheduled for publication.

The following products are in the developmental stage:

(a) The conceptual framework has been reviewed by the State Staff and Managers and is ready for revision. ComUnigraph has been contacted to begin planning the layout and graphics.

(b) The exploration/orientation outlines and student learning activities have been started. The 30 member Teacher Team reviewed and taught a sample unit. This provided the Directors with information for further development.

b. **EXPENDITURE OF FUNDS:**

Funds were spent to accomplish the goals of the project. Consultants were paid to provide direction for the Directors. Materials were printed to improve instruction and make others aware of the plan's existence and purposes.

c. **PAID PARTICIPANTS IN ACTIVITY:**

Charlotte Carr, Project Director
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Conceptual Framework Committee - see Appendix A

Teacher Team Members - see Appendix B

ISU Subject Matter Specialists - see Appendix C

d. **RESOURCE LISTING:**

(1) Material Resources - see Appendix D.

(2) Human Resources

A Home Economics State Supervisor was telephoned in each of the 50 states and the District of Columbia to identify curriculum development throughout the nation. The names of these individuals are not included in this report.

In order to verify the information on the Resource List for cost, phone number, etc., individuals responsible for the dissemination of the materials were phoned. No attempt was made to record individual names.

Technical Committee - These individuals were invited to provide future directions for Home Economics. See Appendix E.

The following individuals were phoned for specific help, ideas, and resources:

Christina Liontz, Illinois Vocational Curriculum Center - identified materials owned by the Curriculum Center on the Resource List.

Laura DiMascio, Illinois State University Media Services - cover for the Resource List.

Marty Gerwick, Illinois State University Media Services - bookmark design.

Bob Merritt, Illinois State University Printing Services - printing estimates.

Dr. Pat Cote, Lyons Township High School, LaGrange, Dept. Chair and Chair of FHA-HERO Board of Directors - ideas for FHA-HERO.

Dr. Catherine Carter, Springfield, former State Home Economics Consultant - ideas for format.

Dr. Marian Swisher, Chair, Home Economics Department, Western Illinois University - ideas for Teacher Team members in Region III.

Dr. Helen Winsor, Northern Illinois University - permission to incorporate "Affectiveness Study".

Joanna Smith, Voc. Ed. Specialist, Home Economics Indiana Dept. of Education - shared how Indiana's curriculum was developed and the new material guidelines for the Home Economics curriculum that is being developed.

Dr. George Batche, Child Psychologist, Baby Fold, Normal - verified the importance of including self-esteem unit.

Norma Gill, Executive Secretary, Illinois FHA-HERO - incorporated ways to use FHA-HERO.

Bob Moriority, Former State FHA-HERO President, Merrill Lynch - provided suggestions for conceptual framework but could not attend meeting.

Dr. Jerry Pepple, Ag Core Curriculum Project - gained from Ag's experiences on their Illinois Plan.

Peggy McGarel, Director, State Health Occupations Curriculum Project - identified how the Health Occupations Plan was developed.

Susan Parrent, Junior High Technology Project, Illinois State University - identified how the projects coordinate.

Dr. Franzie Loepp, Coordinator and Co-Director, University Vocational Education, Applied Basics Project, Illinois State University - mentor, reviewed materials.

Dr. John Rich, Director, Illinois Plan for Business, Marketing and Management Education, Illinois State University - identified how the Illinois Plan for Business Education was developed.

Ken Welty, Co-Director, Illinois Plan Industrial Technology, Illinois State University - brainstormed how Home Economics is a part of techology.

Mary Waters, Region I, IMC - requested help to publicize Illinois Plan for Home Economics.

Judy Warthen, Region II, IMC - requested help to publicize Illinois Plan for Home Economics.

Jay C. Runner, Region III, IMC - requested help to publicize Illinois Plan for Home Economics.

Ethel Dea Pichon, Region IV, IMC - requested help to publicize Illinois Plan for Home Economics.

Brenda Yates, Region VI, IMC - requested help to publicize Illinois Plan for Home Economics.

James Jones, Lake & Cook Region, IMC - requested help to publicize Illinois Plan for Home Economics.

Dr. Bettye Swanson, Curriculum Revitalization Project, Western Illinois University - requested help to publicize Illinois Plan for Home Economics.

Dr. Wendell Swanson, Vocational Education Director, Western Illinois University - requested help to publicize ILlinois Plan for Home Economics.

Home Economics Curriculum Development Class, Northern Illinois University - gathered ideas from teachers to determine if the Illinois Plan was workable.

Marilyn Jenkins, Department Chair, Amos Alonza Stagg High School, Palos Hills - identified how curriculum is revised in the school system.

Joan Krouse, Home Economics Teacher, Downer's Grove South High School, Downer's Grove - collected feedback from teachers to compare Illinois Plan for Home Economics to a school's curriculum revision process.

e. **MAJOR ACCOMPLISHMENTS AND SIGNIFICANT FINDINGS OF THE PROJECT:**

(1) Approved Project Goal(s) and Objectives:

Developed a first draft copy of the Home Economics conceptual framework for Education for Employment (EFE).

Developed sample teaching unit for self-esteem topic (exploration/orientation level). See Appendix F.

Summarized responses of teachers and students for the self-esteem topic (exploration/orientation level). See Appendix G.

Developed a Resource List for the exploration/orientation level. See Appendix H.

Published four articles in existing newsletters. See Appendix I.

Developed a marketing plan for the next phase of this project. See Appendix J.

Involved national curriculum specialists, home economists in business, non-home economists, the Home Economics

Educators Council of Illinois (Joint staff), the State Consultants responsible for Home Economics programs, other Curriculum Directors, and teachers in the development of the objectives stated above.

(2) Products Abstract:

A 32 page Resource List including teaching materials, periodicals, people to contact as guest speakers, professional associations, and toll free numbers was delivered to the printer. A copy will be mailed to all Home Economics teachers in Illinois in August, 1989. See Appendix H for the Resource List.

A self-esteem unit was written and mailed to the Teacher Team members for review. The unit included Home Economics content paralleled with State Goals for Learning and Sample Learning Objectives. See Appendix F for complete copy.

Beginning outlines were written for exploration/ orientation instruction. These included Home Economics content.

"Update" newsletter articles were written and published in the IHEA Newsletter, ISU Clinical Experiences, and the IVHETA Newsletter. One article was submitted to IVA and was not published. See Appendix I for copies of articles.

An article was submitted to the Vocational Education Journal based upon the findings from the telephone survey of Home Economics State Supervisors in the United States. See Appendix K for complete copy.

A bookmark was designed to promote the eight major topics upon which the curriculum guide is being developed. See Appendix L.

(3) Major Dissemination Activities Summary:

Since this was the first year of this project, a major product was not available for dissemination, however, progress reports about the project were made at the following meetings:

IHEA, November 4, Decatur, IL
IVA, February 18, Springfield, IL
Decatur Educational Conference, March 22, Decatur, IL
Home Economics Curriculum Development Class, April 28, Northern Illinois University
Illinois State University Home Economics Update, June 15, Normal, IL (See Appendix M for names of those who attended.)

Sample information including Trends and Issues, and the topics identified by the Conceptual Framework Committee were distributed when available. See Appendix N for sample copies disseminated.

State Supervisors requested information collected for the Statewide Survey. A copy of the article written for the Vocational Education Journal was mailed to them. See Appendix O.

(4) Staff Development

Presentations were designed to make individuals aware of the project. Attempts were made to show examples of the products being developed to help participants understand the thinking behind the project and to request their input. See Appendix P for presentation formats shared with others.

(5) Publicity

An attempt was made to inform others through articles published in professional newsletters. Appendix I contains copies of the articles. A news release was sent to all Systems Directors. See Appendix Q. A few directors published the news release in their newsletters.

f. **PROBLEMS:**

The conceptual framework document was not begun on schedule because it was to be based on the thinking of the Technical Committee and the Conceptual Framework Committee. The Technical Committee Meeting which was to be held in November did not met until May. Ideally it should have convened before the Conceptual Framework Committee.

The Conceptual Framework Committee met in December. As a result of not having the input of these two committees, the conceptual framework was slow in taking shape. Since the curriculum guide is based upon the conceptual framework, the materials for that document are in their infancy.

g. **SUMMATIONS OF ANY EVALUATION DATA COLLECTED:**

Teachers were invited to become involved from the beginning. A questionnaire was distributed at IVHETA in August. Another questionnaire was given at IHEA in November. The purpose of these two questionnaires was for the Project Staff to better understand teachers and to identify ways to make the project relevant. See Appendix R for copies of the questionnaires and Appendix S for the summaries of the data collected.

h. **STATEMENT OF IMPACT:**

Since many of the activities were developmental in nature. The potential impact is not known. The potential of the conceptual framework document will be to inform Home Economics teachers and others of the current curriculum content. The Resource List developed with help from teachers identifies materials that teachers may wish to subscribe to or purchase. The lists of professional associations and toll free numbers may provide answer to questions that teachers might have. Both the Resource List and Conceptual Framework are designed to improve instruction. The Curriculum Guide, when complete will impact upon the students in all Home Economics classes in Illinois.

Progress Reports were given at the following professional meetings: IHEA, IVA, Decatur Education Conference, and ISU's Update Session. The project's activities were shared with teachers and samples were distributed or reviewed with the participants. The verbal feedback given to the Project Staff was extremely positive. The teachers were requesting new materials. See Appendix M for attendance at these meetings. See Appendix P for the formats used at these meetings.

i. **CONCLUSIONS AND RECOMMENDATIONS:**

(1) Conclusion:
The conceptual framework has the potential of serving as a marketing tool for Home Economics teachers and for communicating Home Economics curriculum to decision-makers.

Recommendation:
Discrimination of this document must be planned carefully so that it is used to revise curriculum. It must be placed in the hands of administrators and guidance persons to help communicate Home Economics of the 1990's.

(2) Conclusion:
The Resource List will help teachers improve their instruction.

Recommendation:
It must be tied in with the Curriculum Guide as it is further refined.

(3) Conclusion:
Teachers appear to want new materials as shown by the interest expressed at professional meetings during this contract year.

Recommendation:
Continuous updates must be provided through newsletter articles and program presentations to continue the desire for a new guide. Inservice must be carefully planned if Home Economics curriculum is to be improved throughout the State of Illinois.

(4) Conclusion:
Teachers of Home Economics may feel less valuable since it appears that higher board mandates favor college-bound curriculum and many national studies suggest a more rigorous academic curriculum which some of our students are unable to handle.

Recommendation:
The Curriculum Guide will identify how the curriculum meets Illinois State Goals for Learning, Sample Learning Objectives. This will visually show how Home Economics is meeting state requirements. By communicating with the 30 member Teacher Team; being on professional programs, as time permits; mailing the Resource List to all Home Economics teachers in Illinois, the staff and this project are providing encouragement and hope for the teachers.

APPENDIX A

Conceptual Framework Committee

Topics Recommended By Conceptual Framework Committee

CONCEPTUAL FRAMEWORK COMMITTEE MEMBERS

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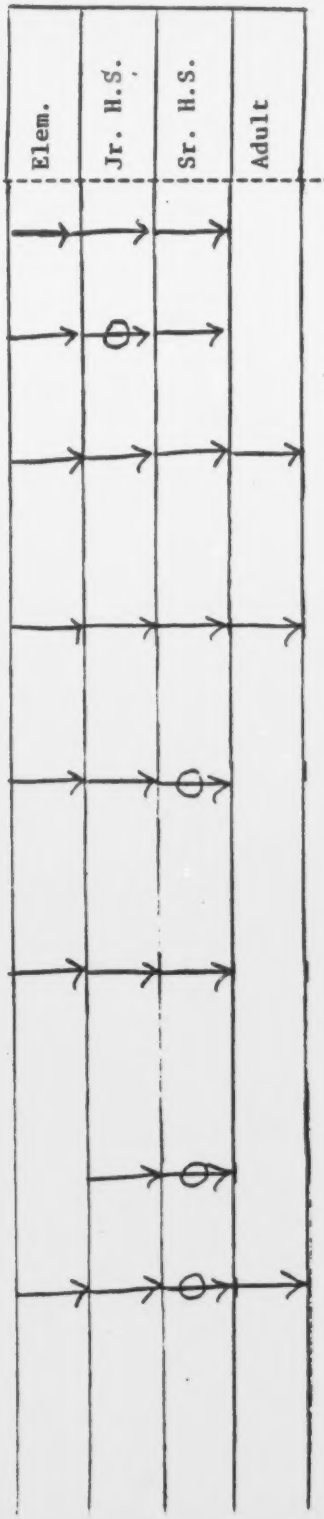
309-298-1085

Topics Recommended for Home Economics Curriculum
by the
Home Economics Conceptual Framework Committee
December 14, 1988

Ideal Time for Teaching



O = more emphasis needs to be placed at this level.

→ = topic should be taught across the curriculum

Life span growth and development
- Children
- Elderly - appreciation for as resources

Parenting
- Decision making (application in all curriculum areas)
- Appreciation for as resources

Application of technology for self, home, and workplace
- Data analysis
- Impact
- Ethics
- Use and control

Sexuality
- Self-esteem (develop throughout teaching)
- Decision making - consequences
- Family planning

Values, goals, decision making, ethical reasoning/thinking skills
- Individual
- Family
- Community
- Identify talents

Communication skills (may be taught in relationships, child development, parenting, employability)
- Verbal
- Listening
- Non-verbal
- Written

Economic competencies
- Global economic systems
- Personal finance

Employability skills
- Occupational tasks
- Planning and allocation of work
- Resumes
- Work choices

APPENDIX B

Teacher Team Members

**** ILLINOIS PLAN FOR HOME ECONOMICS EDUCATION ****
TEACHER TEAM MEMBERS
1988-89

REGION 1

Joann Huber
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Des Plaines, IL. 60018

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Martin Luther King Jr.H.S.
E. St. Louis, IL. 62203

REGION 6

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St. Elmo, IL 62458

Shelia L. Light
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Effingham, IL 62401

Mary Beth Stine
Flora Comm. S. Dist.
Flora, IL 62839

ILLINOIS PLAN FOR HOME ECONOMICS EDUCATION
TEACHER TEAM
1988-1989

BEST COPY AVAILABLE

APPENDIX C

Illinois State University Subject Matter Specialists

ILLINOIS STATE UNIVERSITY SUBJECT MATTER SPECIALISTS

Maria Canabal
Consumer Services

Myrna Garner
Fashion Merchandising

Deb Gentry
Child Development and Family Relations

Jan Johnson
Foods and Nutrition

Connie Ley, Department Chairperson
Vocational Home Economics

Jean Memkin
Housing

Connie Mueller
Foods

Karen Stephens
Child Care

These individuals will assist with the writing of the Home Economics content outlines and will review the outlines for accuracy.

APPENDIX D

Material Resources

MATERIAL RESOURCES

The following materials were purchased for use in this project:

Sexuality and the Adolescent and the Decision to Parent
The Dynamics of Relationships
Teaching for Workplace Success
Guidelines for Latchkey Adolescents
The Forgotten Half
Assessing Students' Learning
Developing Critical Thinking and Problem-Solving Abilities
Home Economics & Feminism
One Minute Teacher: How to Teach Others to Teach Themselves
Developing Talent in Young People
More Choices: A Strategic Planning Guide for Mixing Career and Family

Phi Delta Kappa - Fastbacks
"A Primer on Piaget"
"Dealing with Stress: A Challenge for Educators"
"Nutrition and Learning"
"Teaching with Newspapers: The Living Curriculum"
"What You Should Know About Teaching and Learning Styles"
"Writing to Learn Across the Curriculum"
"Education in Healthy Lifestyles: Curriculum Implications"
"Adolescent Alcohol Abuse"
"America's Changing Families: A Guide of Educators"
"Changing Behavior: A Practical Guide for Teachers and Parents"
"How to Start a School/Business Partnership"
"What Educators Should Know About Copyright"
"Teenage Suicide: What Can the Schools Do?"
"A Model for Teaching Thinking Skills: The Inclusion Process"
""Learning Through Laughter: Humor in the Classroom"
"Teaching the Process of Thinking, K-12"
"Dealing with Abnormal Behavior in the Classroom"
"Teenage Parenthood: The School's Response"
"AIDS Education: Curriculum and Health Policy"
"Early Childhood Education: What Research Tells Us"

APPENDIX E

Technical Committee

TECHNICAL COMMITTEE

MAY 24, 1989
6:00 P.M.

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Glenview, IL 60025

Ms. Maureen P. Lambe
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National Livestock and Meat Board
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Mr. Vince Serritella, Facilitator
Regional Vice President
National Alliance of Business
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Chicago, IL 60603

TECHNICAL COMMITTEE

The Technical Committee Report has not been received from Vince Serritella.

APPENDIX F

Materials Field Tested by Teachers - Self Esteem Teaching Unit

M E M O

TO: Teacher Team Members

FROM: Charlotte and Diana

DATE: April 12, 1989

RE: Field Test Materials, Instructions, and Background

Materials included in this packet for Field Testing

- Memo, explaining background for field testing (blue).
- Self esteem outline with Teacher Evaluation attached to front.
- Three separate teaching activities each with a teacher and a student evaluation attached to the front.
- Four envelopes to return each colored packet separately.

Field Test Suggestions

We know this is a terrible time of the year to ask a teacher to field test materials. Here are some suggestions:

1. Other teachers may be used in your department. Make sure student and teacher evaluation forms are used.
2. If you can only field test one activity we will accept that as we are most concerned about format.
3. If you absolutely cannot field test with your students, please complete the teacher evaluation forms. Write comments on the outline and student activity sheets and return by May 15.

This packet is developed to fulfill the requirements of the project proposal which states:

- "Develop an outline of the key components (course titles, units within the course, objectives within the units, the relationships of the appropriate state goals for learning to the objectives for the unit, suggested learning activities, and evaluation) for the exploration and orientation levels."

- "Write three sample teaching units for the exploration and the orientation level."

- "Pilot test one teaching unit in the exploration and one unit in the orientation level."

- "Involve . . . teachers in the development of the objectives stated above."

Background

- Our charges as directors are:

  1. Create a "radical" curriculum. We interpret this to mean futuristic, based on information needed for individuals to function effectively both in the workplace and at home. We believe the skills needed for successful home and work life are almost identical. We believe that the major contribution home economics can make to society is to empower people. Individuals must be valued, and know how to manage themselves and others in order to survive in a technological world.

  2. Create a practical guide for teacher use. Your input will make this happen.

General comments related to the field test materials.

- This is a **first draft**. We need your help to know if this is the kind of information that is most useful for all teachers. We are attempting to determine if the format is workable, if more or less depth is needed.

  The self esteem unit was selected because:

  1. It is shorter than we anticipate future outlines.
  2. The information is essential (1/2 - 2/3 of our workers feel they have a low self esteem, and we see the same problem in our students).

- No distinction has a been made between the exploration (junior high) and orientation (freshman-sophomore level) level at this point because we know:

  - Students rarely have the opportunity to take home economics for four years as a continuous program.
  - If no junior high program is available the content is taught at the orientation level.
  - Some concepts need to be repeated in many ways for students to put them into practice.

- State goals for learning and sample learning objectives are included in order to:

  - identify how home economics fulfills academic requirements.
  - save teachers time in incorporating these into teaching.

Thanks so much. You are great!

Return: This evaluation and student evaluation form and activity if you have comments written in a separate envelope by May 15.

How long did it take to teach this activity?
_____

Teacher Evaluation Form for Teaching Activity

Purposes: Determine usefulness
Identify changes to be incorporated in future teaching activities for the curriculum guide.

Directions: When FIELD TESTING with students, use activity as it is written to determine how the writing should be improved.

Write comments and return one evaluation sheet for each teaching activity. (If you wish, you may write out the activity itself and return if you feel this form is not enough.)

1. The top portion of the activity includes the topic. The section, duty and skills section from the task lists are on the left and the sample learning objective on the right. We have included all three for teacher use to show how home economics is academic and vocational. We have put lines around to show the relationship of the three areas. Do you have a problem with this?

2. Should the objectives be changed to learner outcomes? Does your school use outcomes or objectives?

3. The information base is included to identify the major concept the student should learn by the end of the "lesson". Is there a better way to state this? As you use this activity, were the students able to arrive at this information?

4. Are the directions for the students clear enough to follow? How much "nitty gritty" should be included or do we assume teachers need minimal directions?

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5. The evaluation section is intended to help students summarize and clarify the objectives. Some activities will lend themselves to more cognitive objectives. At present, there is no intent to provide a bank of test questions. We assume that teachers should develop their own test questions. In the beginning of guide, which is not written, we will make this idea clear. Any problems with this idea?

6. The self evaluation section is included to help students apply the information taught in the "real" world. Suggestions welcome.

7. What other types of information would you find helpful in the notes to the teacher section?

8. FHA-HERO is included to show how FHA-HERO can be part of the class rather than an out of school activity. We feel it is better to have FHA-HERO integrated rather than as a separate section. Comments?

9. Other comments related to this teaching activity?

Grade level _____
Class name _____
No. of students _____
Date _____

Student Evaluation Form for Teaching Activity

Directions:
A. Share the overview of the project with the students after the teaching activity has been used in class.
B. Read the objective of the activity to the students to review what was to be accomplished.
C. Ask the following questions and record student answers.

Overview

Your class has been selected to field test new materials that are being developed at Illinois State University. This activity that we completed will become a part of a new curriculum guide being developed for home economics. You are asked to answer questions related to the activity to determine how the activity helped you learn and what should be changed before the activity is printed and distributed to all schools in Illinois.

1. What did you learn from this activity? List student comments.

2. Did the activity hold your attention?

3. Have you discussed self esteem in other classes? If so where? What was included?

4. What would you suggest to improve this activity?

5. If you were to determine what ought to be taught in home economics classes, what would you include?
Comments may be written on the back.

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First Draft Teaching Activity #1

SELF ESTEEM AND PERFORMANCE

PARENTING DUTY -
Task, Encourage respect and understanding of the needs and wants of family members and others and others

SAMPLE LEARNING OBJECTIVE K1
Understand the basic human needs and their relationship to self esteem
P.D.H.S.G.L. 2 grade 8

Objective: Analyze how self esteem affects one's performance at home and on the job

Information Base:

- self esteem influences one's performance as an individual, family member and/or worker
- the individual's perception of self influences performance

Student Activity:

Materials - situations sheet, cut apart (attached)
Directions
1. Divide class in pairs
2. Give each pair one situation
3. Give each pair 3-5 minutes of preparation time to develop a skit based upon information given in this situation
4. Have pairs present their skit
5. After each skit is presented, make two lists on the board, large pieces of paper or a transparency
   a. one list should identify how the person's performance is affected
   b. the other list should identify how the individual's self esteem was affected

Evaluation:

A. Review the two lists, ask the following questions
   1. How did positive comments from others influence performance and self esteem?
   2. How did negative comments influence self esteem?

B. Develop a list of positive statements one could use with other individuals to improve their performance and increase feelings of self esteem

Self Evaluation: Give the person beside you a compliment. Tell the person who gave the compliment how that made them feel.

Resource Base: Created by C. Carr

FHA-HERO: Have students observe individuals for an hour in a setting of their choice (a classroom, work, home, in the mall) and record positive and negative conversations overheard. Count positive and negative comments. Determine how self esteem was probably affected by the individuals hearing the comments. Bring to class for discussion.

Notes to the Teacher:

Building positive self esteem is essential for all individuals, the concepts in this lesson must be reinforced continuously in the classroom.

Skit situations

To be cut apart before using

Information to prepare Skit #1

You come home from school. You have had a good day, you feel good about the test you got back. As you walk in the door, your parent says, "Why did you wear that sweater, you know it looks terrible. I'll never understand, why you look so sloppy." You had planned to start you homework. Describe how you would feel toward your homework and what you would behave the remainder of the evening.

Information to prepare Skit #2

You are walking down the hall. An individual you have always admired takes the time to tell you how nice you look. Describe how you would feel when you go into your next class. How would you behave the rest of the day.

Information to prepare Skit #3

You are constantly told that you cannot do well in a certain subject at school. Describe your performance in that subject during the school year.

Information to prepare Skit #4

You overheard your best friend tell another friend that your friend no longer likes you. Describe how you would feel after overhearing this conversation and how this might affect how you behave in other situations.

Information to prepare Skit #5

One day you go into work, your supervisor is very grumpy and "snaps" at everyone that asks a question. Describe how you would feel and what affect this would have on your work.

Information to prepare Skit #6

The coach selects you to demonstrate a technique to the team. Your performance is flawless. Describe your feelings and how you would perform during the game that follows.

Information to prepare Skit #7

You receive a note from your employer in your paycheck that compliments you on your work. Describe how you feel and how this note will affect your performance on the job.

Information to prepare Skit #8

You receive a letter from a friend saying how much your friendship is valued. Describe how you would feel and how this would affect your activities during the day.

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Information to prepare Skit #9

Everything seems to go wrong at work. You drop things, it seems it takes twice as long to accomplish the task. No one seems to notice that things aren't going well. Describe your feelings and how this affects your overall work performance doing that shift.

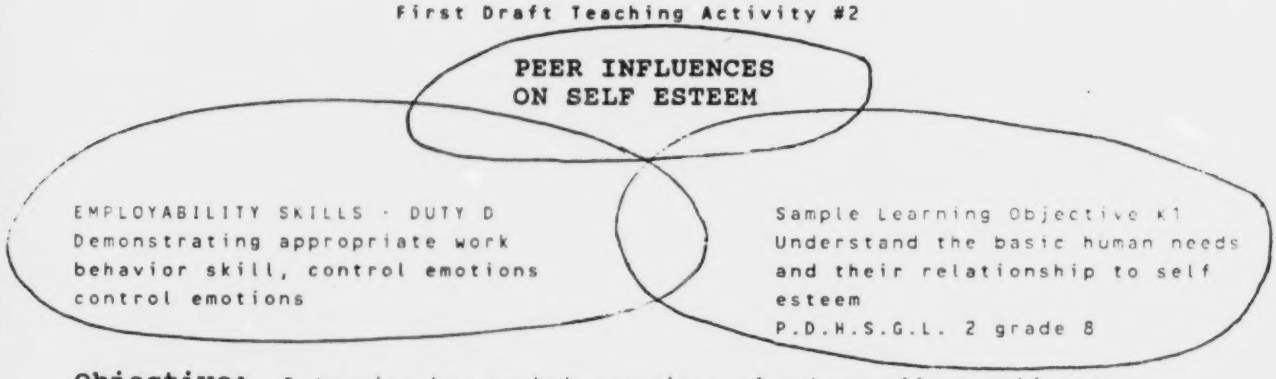
Information to prepare Skit #10

When you handed your paper in, you weren't sure how well you had done. When the paper was returned, the teacher had written a note explaining how well you had done and that your work was neat and that you should feel proud. Describe your feelings when receiving the paper and your performance later in the class.

Information to prepare Skit #11

You handed in the first assignment of the semester. You felt unsure about the assignment. The paper comes back full of red marks, no explanations, and a low grade. Describe your feelings when receiving the paper and your performance later in the class.

First Draft Teaching Activity #2


PEER INFLUENCES
ON SELF ESTEEM
EMPLOYABILITY SKILLS - DUTY D
Demonstrating appropriate work behavior skill, control emotions
control emotions
Sample Learning Objective K1
Understand the basic human needs and their relationship to self esteem
P.D.H.S.G.L. 2 grade 8

Objective: Determine how verbal reactions of others affect self esteem

Information Base: Self esteem is developed through
- one's feelings about self
- how one perceives reactions of others

Student Activity:

Materials - one envelope, comments cut apart, and inserted into the envelope. (Introduction suggestions - share objective above. We will be reading positive and negative statements. If a classmate reads a negative statement to you, the purpose is to help us as a class analyze how we use words. This is a type of role play situation and comments are not directed at any individual in the class.)

Directions

1. Have a student draw one statement from the envelope. Have the student read the statement to a classmate. (Draw statement immediately before reading.)
2. Have the classmate state:
   a. how he/she feels at the moment of hearing the comment.
   b. how he/she feels the comment will affect how he/she feels about her/himself over time if this type of statement were repeated often.
3. Continue drawing, reading, and reacting to statements and discussing, encouraging all students to participate in the activity.

Evaluation:

Questions to ask the students

1. How do comments from others make you feel?
2. How do you interpret what people say to you?
3. How does one's self concept develop?

Self Evaluation:

Think about a person that you know who has a low self concept. Write at least 3 comments you will say to that person to begin helping them improve their feelings of low self esteem.

Resource Base: Created by C. Carr

FHA-HERO: Have students create a list of negative statements and a parallel list of positive statements to help students become aware of self esteem development through communication. Use at a meeting as a basis for a "mini" session.

Notes to the Teacher:

Add more depth to the "lesson" by having students rephrase comments to improve self esteem in others and practice helping others improve self esteem. Lesson must be reinforced continuously in the classroom.

Conversations Affecting Self Esteem

Cut apart, put into envelope

You are a very nice person, it is nice to have you as a friend.

I love your new sweater. It is so becoming.

You look terrible today, do you feel sick?

Don't talk to me. I don't want anybody around me.

Nice job. You can work for me anyday.

You do the best job of anybody I know.

Your hair looks terrible. Why don't you wash it once in a while.

Your hair is too long. Why don't you cut it?

Your jeans are torn. It's stupid to wear clothes that look like that.

You have the warmest smile. You make me feel good.

I have always liked that jacket. In my eyes, it gets prettier each time I see it.

I love you. You make me feel good.

I hate you. You make me sick.

You bother me, leave me alone.

You are fun to be with. We always have a good time together.

Why don't you pay attention. You never listen to me.

You are always late. Why don't you look at the clock for a change.

I like the way you handled yourself in that situation. I couldn't have done as well.

Thanks for listening to me. I needed your help so much.

Your clothes are so sloppy. Why don't you wear something that fits.

You always drive too fast, slow down before you get a ticket.

You always look so nice. How do you do it?

Thanks for helping me. You are so patient.

I am so impatient. You make me stop and think. Thanks.

You are so fat. Why don't you go on a diet.

You seem to know what is important. I admire you.

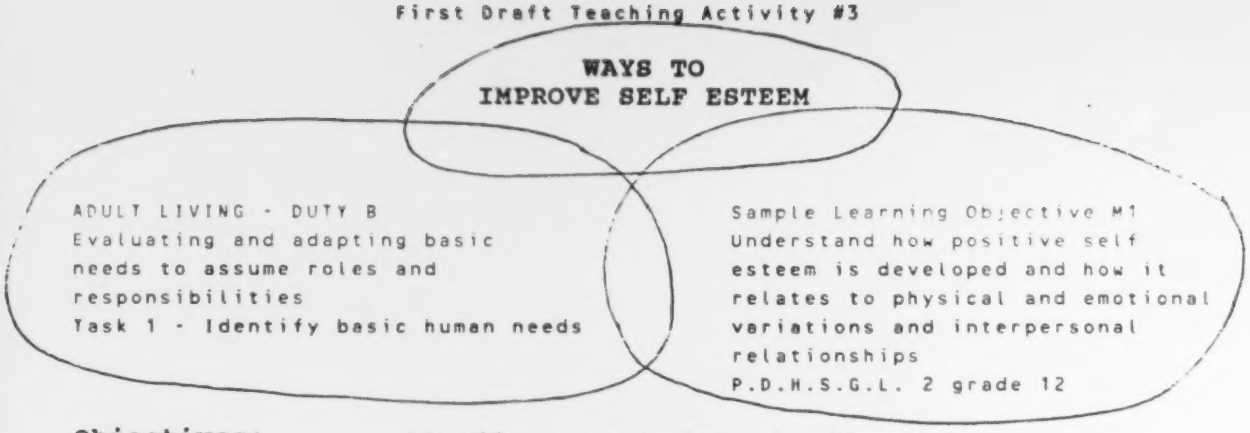
You talk all the time. Why don't you shut up for awhile.

Quit bothering me. Can't you see that I am busy.

Can't you see I am talking, don't interrupt me.

First Draft Teaching Activity #3

WAYS TO IMPROVE SELF ESTEEM


ADULT LIVING - DUTY B
Evaluating and adapting basic needs to assume roles and responsibilities
Task 1 - Identify basic human needs
Sample Learning Objective M1
Understand how positive self esteem is developed and how it relates to physical and emotional variations and interpersonal relationships
P.D.H.S.G.L. 2 grade 12

Objectives: Identify personal views of self esteem
Determine ways of improving self esteem

Information Base:
- Understanding self esteem enables one to change.
- Developing a positive self esteem is a long and difficult process.
- A variety of approaches are necessary to develop a positive self esteem.

Student Activity:

Materials needed - envelope and 1 sheet of typing paper for each student. Introduction: Pretend you are this envelope, the outside of the envelope represents how others see you. The inside of the envelope represents how you see yourself - your self esteem. That's what we are going to talk about today. (Share objectives from above.)

Directions
- Distribute one sheet of typing paper and one envelope to each student.
- Read each step below and have students complete before moving to the next step.

Step 1 - Take your piece of paper and tear it into 8 pieces.

Step 2 - On each of the 8 pieces, write one negative comment about yourself. For example: I never do well in English. I hate English. These kinds of negative comments that we tell ourselves destroy our self esteem. Write on one side and turn the papers over. You are the only one in the world who knows how you feel about yourself, therefore, no one in class should see your writing. (Allow time for all students to complete 8 comments.)

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Step 3 - Take one of your negative statements and on the back side, write ideas to change that negative statement. Example, if you never do well in English you might write, study with a friend, change my attitude about English, or pay attention in class. Write several suggestions. Rarely is there one solution to a problem. Changing your feelings about yourself takes time, and it is difficult. But, all of us have negative feelings about ourselves that can be improved. As an individual you are the only one who can change yourself.

Step 4 - Place comments in the envelope as you write them so no one sees your writing. The envelope holds your feelings about yourself, just like you hold feelings about yourself that only you know. (Allow time for students to write and tuck all 8 sheets into the envelope.)

Step 5 - Recognizing and developing methods that you can use to "talk to yourself" about changing how you feel about yourself (self esteem) is one way you can improve your self esteem. What are some other ways? (From class discussion develop a list.) (The envelopes may be sealed and placed in the waste basket at the end of class to protect students from sharing information.)

Evaluation:

Completed in Step 5.

Self Evaluation:

Think to yourself. How do I talk to myself? Am I negative or positive? Mentally record what do you say to yourself and determine what you can do to improve your self esteem.

Resource Base: Created by C. Carr

FHA-HERO: Develop a little "workshops" based on class activity and present to upper elementary children, a 4-H group or other classmates.

Notes to the Teacher:

You may wish to do the activity along with the students, thus serving as a role model.

OUTLINES ATTACHED, RETURN BY MAY 15

EVALUATION OF SAMPLE OUTLINE

Purposes: Determine usefulness of outline.
Identify changes to be incorporated in outlines for the curriculum guide.

Directions: Write comments on this sheet and on the outline.
Return both sets.

1. Using the attached outline as a model for future outlines that will appear in the curriculum guide, should there be more subdivisions within the major sections?

2. We have incorporated state goals for learning and sample learning objectives in a parallel format with the content outlines to show how home economics fulfills academic requirements. Code numbers and letters are included. We feel this is important to be able to trace to original source. Any suggestions for making this more helpful?

3. Other suggestions to improve the outline.

The next 3 questions relate to the curriculum guide as a finished product.

4. When completed, should the curriculum guide be 3 hole punched for loose-leaf notebook or bound?

   Circle one loose-leaf bound

5. Assuming that the finished curriculum guide will include: content outlines, student activities and resources for teaching.

   a. Should all the outlines be together for all the units in a separate section

      followed by

      all the student activities in a separate section, coded to show how they relate to the outline

      followed by

      the resource list as a separate section, coded with the student activities.

      OR

   b. Should each of the parts of the outlines be followed by the student activities with the resource list as a separate section following the student activity.

   In other words, what is the most usable format for the curriculum guide?

6. How might resources (texts, video tapes, etc.) be incorporated? Is a separating listing at the end of the outline helpful? Should resources be listed at the end of or part of the teaching activity? Should a separate list of resources be developed by topic area like we have done this year?

Other comments may be written on the back of this sheet.

FIRST DRAFT SELF ESTEEM OUTLINE

Home Economics Outline

State Goals for Learning and Sample Learning Objectives

Self Esteem

A. Estimate of one's value or worth

B. How one sees self

C. A feeling of self worth

D. Center of personality

E. Influences all human behavior
   1. learning
   2. capacity to grow
   3. choices

F. Critical for success in life

Importance of Self Esteem

K1. Understand the basic human needs and their relationship to self esteem. P.D.H.S.G.L. 2 grade 8

*1 A. Self esteem affects performance

B. Self esteem is the starting point for reaching goals

C. Self esteem is critical to success — K3. Know characteristics of a mentally healthy person. P.D.H.S.G.L. 2 grade 10

D. We must like ourselves before we can like others — M1. Understand how self esteem influences interpersonal relationships. P.D.H.S.G.L. 2 grade 10 (also see Benefits of a Pos. Self Esteem)

E. We must feel that we deserve success and happiness

Influences on Self Esteem

D1. Know how the family influences the development of personality. S.S. S.G.L. 3 grade 12

A. Family influences — M2. Know parenting skills that contribute to pos. s.e. in children. P.D.H.S.G.L. 2 grade 10
   1. Discipline
   2. Roles
   3. Hereditary Factors — M2. Understand how physical characteristics play a role in the development of self esteem. P.D.H.S.G.L. 2 grade 8
   4. Social Status
   5. Lifestyles

B. Environmental Influences

1. Church
2. Society
3. TV
4. Education
5. Books
6. Literature
7. Movies

*2 C. Peer influences

D. Perceptions of Self

1. "Personal self is the image the person possesses of himself/herself as a physical and social entity."
2. "Social self is not identical with either the social stimulus value which a person possesses or the sum total of his social skills; rather, it represents his/her perception, attitudes and feelings about himself/herself in relation to other persons."
3. "Ideal self is the image the person has of what he wishes to become."

M3. Understand the relationships between self esteem and environmental influences. P.D.H.S.G.L. 2 grade 8

K1. Recognizes the relationships between self esteem and personality development. P.D.H.S.G.L. 2 grade 10

C2. Understand the importance of one's own values in developing a healthy, mature and realistic concept of self. S.S.S.G.L. 3 grade 12

Causes of poor Self Esteem

A. Negative "feelings" promoted by society and other individuals.

B. Ridicule by persons in authority.

C. Confusing failure in a project with failure in life.

D. Blaming oneself for human inadequacies.

E. Comparing self unrealistically to others.
1. material comparisons
2. physical comparisons

F. Setting unrealistic standards

G. Parental attitudes
1. over protection
2. too lenient
3. too strict

K2. Understand how use of defense mechanisms relate to self esteem. P.D.H.S.G.L. 2 grade 8

H. Buried subconscious experiences influencing
   1. behaviors
   2. attitudes
   3. thinking

Some Characteristics of Low Self Esteem

A. Critical and jealous

B. Gossips

C. Cannot accept criticism and/or praise

D. Afraid of being alone

E. Unmotivated

F. Emphasis on material things

G. Lacks deep friendships

H. Excuses to justify failures

I. Spur of the moment decisions

J. Rebellion against authority

K. Lacks self assertiveness

L. Impulsive behaviors

M. Obedient

N. Helplessness

O. Inferiority

P. Self rejection and hatred

Q. Conformity

R. Self doubtism

Benefits of a positive Self Esteem

A. Benefits to self

1. Assertive
2. Respect for self
3. Pride
4. Recognize strengths
5. Reach potential
6. Independent
7. Clarify goals and values
8. Characterized by self confidence

B. Benefits within relationships

1. Feel good about others
2. Tolerant of others

C. Benefits to society

1. Cooperative
2. Productivity

C3. Know selected relationships between personality and development. S.S.S.G.L. 3 grade 12

M1. Understand how positive self esteem is developed and how it relates to physical and emotional variations and interpersonal relationships. P.D.H.S.G.L. 2 grade 12

Sources of Self Esteem (Coopersmith '67)

A. Power

1. Influence others
2. Control others

B. Significance

1. Acceptance
2. Attention
3. Affection of others

C. Virtue

1. Adherence to moral
2. Adherence to ethical standards

D. Competence

1. Successful performance
2. Meets demands for achievement

*3 Ways to develop a positive Self Esteem

A. Volunteer

B. Listen to others

C. Take pride in clothing and appearance

D. Give to others

E. Accept self

F. Imagine a better self

G. Join support groups

H. Break large task into smaller manageable tasks

I. Take risks
   1. Enjoy success
   2. Accept failures

J. Develop skills

K. Associate with people who have positive attitudes

K1. Recognize behaviors which promote self esteem without being destructive to self or others. P.D.H.S.G.L. 2 grade 12

K2. Understand behaviors which positively effect the self esteem of others. P.D.H.S.G.L. 2 grade 12

E1. Know that support groups exist in societies to provide for the needs of humans. Soc.Sci.,S.G.L. 3 grade 8

E2. Analyze the role of support groups in societies. S.S.S.G.L. 3 grade 10

Benefits of a positive Self Esteem

A. Feels good about self

B. Accepts strengths and weaknesses

C. Accepts praise and compliments

D. Critical thinker

E. Learn to say no

F. Makes and keeps realistic promises

G. Accepts responsibility for behavior/actions

H. Avoids destructive health habits

I. Accepts criticism

J. Can be alone

K. Has genuine friends

L. Thinks, then acts

M. Knows when to ask for help

* TEACHING ACTIVITY AVAILABLE

APPENDIX G

Evaluation of Self-Esteem Teaching Unit

Teacher Evaluation Form for Teaching Activity
Self Esteem Affects One's Performance

Purposes: Determine usefulness
Identify changes to be incorporated in future teaching activities for the curriculum guide.

Directions given to teachers that were attached to their forms:

When FIELD TESTING with students, use activity as it is written to determine how the writing should be improved.

Write comments and return one evaluation sheet for each teaching activity. (If you wish, you may write on the activity itself and return if you feel this form is not enough.)

1. The top portion of the activity includes the topic. The section, duty and skills section from the task lists are on the left and the sample learning objective on the right. We have included all three for teacher use to show how home economics is academic and vocational. We have put lines around to show the relationship of the three areas. Do you have a problem with this?

15 responded no

Their comments were:
- I like it!
- good form
- good format, easy to see and understand
- please include this explanation in the curriculum guide

1 responded yes

The comment was:
- looks a little sloppy-but ok

2. Should the objectives be changed to learner outcomes? Does your school use outcomes or objectives?

11 preferred objectives
3 preferred outcomes

2 said either would be ok

Their comments were:
- vocational courses have to be written in outcomes
- we use both

3. The information base is included to identify the major concept the student should learn by the end of the "lesson". Is there a better way to state this? As you use this activity, were the students able to arrive at this information?

9 said it would be OK
Their comments were:
- it was very clear to them
- students did fine at arriving at this information
- Middle School students were not able to arrive at the information

3 wanted changes
Their comments were:
- would like it to be "major concept"
- want a change, but not sure what to change. Did say "Information Base" is too vague.

4. **Are the directions for the students clear enough to follow? How much "nitty gritty" should be included or do we assume teachers need minimal directions?**

15 responded yes

Their comments were:
- some students don't like skits/ role play because they have to think
- leave it general enough for teacher to personalize
- assume teachers need minimal directions
- students couldn't role play, they couldn't describe feelings
- simple, to the point - too much "nitty gritty" is confusing

1 responded no

The comment was:
- assume teachers need complete directions

5. **The evaluation section is intended to help students summarize and clarify the objectives. Some activities will lend themselves to more cognitive objectives. At present, there is no intent to provide a bank of test questions. We assume that teachers should develop their own test questions. In the beginning of guide, which is not written, we will make this idea clear. Any problems with this idea?**

11 said no problems

Their comments were:
- I prefer to write my tests
- maybe include some suggested questions
- ok, but test is helpful
- assume teachers will make up their own test questions

3 said yes,problems

Their comments were:
- wants tests and quizzes with each section
- would be nice - both objective and subjective
- test questions would be very helpful. Many teachers do not have a prep period to create; therefore, any and all help would be appreciated

6. **The self evaluation section is included to help students apply the information taught in the "real" world. Suggestions welcome.**

Suggestions included:
- nice - should always be applicable to the real world (2 responses)
- more "teen" topics
- good
- more suggestions and ideas
- most felt this was the most useful session
- This evaluation is good for them. At H.S. level, it is hard for them to tell "good things" about self - they feel they are bragging

7. What other types of information would you find helpful in the notes to the teacher section?

Comments included:
- examples/suggestions for resources (2 responses)
- maybe a vocabulary listing (2 responses)
- students talking to class, reports, leading. Let students do - teachers as planner, students as doers.
- length of teaching time for unit (2 responses)

8. FHA-HERO is included to show how FHA-HERO can be part of the class rather than an out of school activity. We feel it is better to have FHA-HERO integrated rather than as a separate section. Comments?

Comments included:
- have no experience
- don't have FHA
- a must (2 responses)
- doesn't apply to Jr. High
- yes - agree, good idea (3 responses)

9. Other comments related to this teaching activity?

Comments included:
- students would have difficulty role playing
- would like a reading lesson on this subject before doing activities
- I've noticed students being much more positive to each other in class
- Middle School students are not mature enough, or too influenced by peer pressure. It might work better in a smaller class or groups - I have 20+
- students enjoyed doing this activity
- students really enjoyed discussing feelings

/

STUDENT EVALUATION OF THE TEACHING ACTIVITY

Directions given to teachers that were attached to their forms:

Share the overview of the project with the students after the teaching activity has be used in class.

Read the objective of the activity to the students to review what was to be accomplished.

Ask the following questions and record student answers.

Overview

Your class has been selected to field test new materials that are being developed at Illinois State University. This activity that we completed will become a part of a new curriculum guide being developed for home economics.
You are asked to answer questions related to the activity to determine how the activity is printed and distributed to all schools in Illinois.

1. What did you learn from this activity? List student comments.

Comments included:

- nothing new (6 responses)
- relationship between self esteem and performance (6 responses)
- confidence in self (10 responses)
- don't have to impress others
- what you say affects how others feel about themselves (19 responses)
- don't put yourself down
- treat others the way you want to be treated (2 responses)
- don't be critical of others (4 responses)
- everyone should accept themselves no matter what they look like
- if people put you down, try hard to prove them wrong
- other's input affects your self-esteem (3 responses)
- how you would feel if someone did that to you (2 responses)
- if they put you down, you feel low and very stupid (2 responses)
- hard to say what we feel
- others feel the same as I do (4 responses)

2. Did the activity hold your attention?

52 responded yes 5 responded no 7 said mostly

Their comments were:

- It was very fun!
- It was excellent!

3. Have you discussed self esteem in other classes?

12 responded no

If yes, where? What was included?

- Quest (24 responses)
- Social Studies
- Speech (5 responses)
- PAR - Personality, Behavior, and Relationships (Home Economics class)

- English
- Sunday school (2 responses)
- Health (7 responses)
- Friends (4 responses)
- 10 days in 8th grade
- Assembly
- Sex Education class
- Psychology (5 responses)
- Home Economics (2 responses)
- Marriage and Family
- Parenting and Sociology (2 responses)
- Adult Living
- Child Care and Parenting (2 responses)
- Extracurricular

4. What would you suggest to improve this activity?

Suggestions included:
- more people involved in each skit
- more current situations (more mature situations) (3 responses)
- ask about students experiences and how they reacted
- more elaborate skits - longer (2 responses)
- let students write their own skits (2 responses)
- questions at the end were too hard
- follow-up discussion in a few weeks to note changes
- nothing (3 responses)

5. If you were to determine what ought to be taught in Home Economics classes, what would you include?

Comments included:
- more on self-esteem (10 responses)
- cooking - foods (14 responses)
- manners (2 responses)
- child care/parenting (11 responses)
- nutrition - eating disorders
- more teachers - smaller classes
- setting the table
- hygiene (2 responses)
- sex education (3 responses)
- birth control
- budgets
- getting along with others - working together (3 responses)
- Consumer Ed. (2 responses)
- fieldtrips
- how to make a living
- what's already taught (5 responses)
- how to take care of a house and family (2 responses)
- sewing (8 responses)
- dressing for specific occasions
- more lab time
- less from textbooks(2 responses)
- washer and dryer usage (2 responses)
- marriage
- suicide
- skills to get a job
- more discussion
- guest speakers to give first hand experiences (2 responses)
- self - discipline
- videotapes
- health (2 responses)
- counseling (2 responses)
- cleaning (2 responses)
- exercise (2 responses)
- discuss current topics (drugs, alcohol, teen pregnancy) (2 responses)

Teacher Evaluation Form for Teaching Activity
Peer Influences on Self Esteem

Purposes: Determine usefulness
Identify changes to be incorporated in future teaching activities for the curriculum guide.

Directions given to teachers that were attached to their forms:

When FIELD TESTING with students, use activity as it is written to determine how the writing should be improved.

Write comments and return one evaluation sheet for each teaching activity. (If you wish, you may write on the activity itself and return if you feel this form is not enough.)

1. **The top portion of the activity includes the topic. The section, duty and skills section from the task lists are on the left and the sample learning objective on the right. We have included all three for teacher use to show how home economics is academic and vocational. We have put lines around to show the relationship of the three areas. Do you have a problem with this?**

15 responded No

Their comments were:
- I think it's great!
- good idea
- I like this approach (2 responses)

1 responded Yes

The comments were:
- it seems too confusing - what do circles mean - what do letters and numbers mean under "academic" heading?
- circles are messy - maybe triangles, squares or diamonds

2. **Should the objectives be changed to learner outcomes? Does your school use outcomes or objectives?**

11 said Objectives 3 said Outcomes 3 said Either

3. **The information base is included to identify the major concept the student should learn by the end of the "lesson". Is there a better way to state this? As you use this activity, were the students able to arrive at this information?**

10 said OK

Their comments were:
- it was very clear to them
- it's good

3 wanted changes

Their comments were:
- middle school students couldn't understand
- it seems to be tied closely with the objective, why have two different labels?
- use another phrase

4. **Are the directions for the students clear enough to follow? How much "nitty gritty" should be included or do we assume teachers need minimal directions?**

15 responded yes

Their comments were:
- very clear
- general enough for teachers to add own ideas
- directions were great
- short and to the point

1 responded no

The comment was:
- be very specific

5. **The evaluation section is intended to help students summarize and clarify the objectives. Some activities will lend themselves to more cognitive objectives. At present, there is no intent to provide a bank of test questions. We assume that teachers should develop their own test questions. In the beginning of guide, which is not written, we will make this idea clear. Any problems with this idea?**

9 said ok

Their comments were:
- might include some sample evaluation items
- perhaps sample test questions would be helpful (2 responses)
- I never feel these questions as a test are helpful. The teacher has to develop her own!
- a unit test might be included but not necessary

2 said not ok

Their comment was:
- do include test questions

6. **The self evaluation section is included to help students apply the information taught in the "real" world. Suggestions welcome.**

Suggestions included:
- identify specific examples
- good idea (3 responses)
- very applicable
- expand on this
- I like a student to evaluate a learning experience. It gives them a 2nd chance to reflect on the lesson.

7. **What other types of information would you find helpful in the notes to the teacher section?**

Comments included:
- list of resources (3 responses)
- follow-up activities
- bulletin board ideas
- length of teaching time

8. **FHA-HERO is included to show how FHA-HERO can be part of the class rather than an out of school activity. We feel it is better to have FHA-HERO integrated rather than as a separate section. Comments?**

Comments included:
- fine to do it this way
- a must
- not sure exactly what you mean by this
- good idea (6 responses)

9. **Other comments related to this teaching activity?**

Comments included:
- activity went badly - class is immature and vindictive (she feels drained and disappointed)
- notes to the teacher section includes an extension of this activity that would be very useful to help the students really grow towards helping others have good self esteem
- I really enjoyed this activity as my students did also. They made comments such as - "We should do this more often.", "Home Economics is where we can express ourselves and feelings - We need to do that!"
- not good for middle school
- what does P.D.H.S.G.L. mean?
- it was fun!

STUDENT EVALUATION OF THE TEACHING ACTIVITY

Directions given to teachers that were attached to their forms:

Share the overview of the project with the students after the teaching activity has be used in class.

Read the objective of the activity to the students to review what was to be accomplished.

Ask the following questions and record student answers.

Overview

Your class has been selected to field test new materials that are being developed at Illinois State University. This activity that we completed will become a part of a new curriculum guide being developed for home economics.
You are asked to answer questions related to the activity to determine how the activity is printed and distributed to all schools in Illinois.

1. What did you learn from this activity? List student comments.

Comments included:

- how to help people have better self-esteem (2 responses)
- many people have low self-esteem
- everyone reacts differently (10 responses)
- criticizing can be very destructive (3 responses)
- nothing really (2 responses)
- sometimes you hide your feelings until you are alone
- compliments are important (7 responses)
- peers strongly influence self-esteem (2 responses)
- more aware of what and how they say things (4 responses)
- how my sister and others feel when I say nasty things about her/them (2 responses)

2. Did the activity hold your attention?

25 responded yes 4 responded no 4 said somewhat

3. Have you discussed self esteem in other classes?

16 responded no

If yes, where? What was included?

- Quest (2 responses)
- Speech
- Health (3 responses)
- Sunday school (2 responses)
- Sociology (2 responses)
- Science and Math (2 responses)
- Parenting (2 responses)
- Adult Living (2 responses)
- Psychology (3 responses)
- Home Economics I
- Marriage and Family
- DARE Program

4. What would you suggest to improve this activity?

Suggestions included:
- reword the statements to talk like kids really talk
- have my dad do this activity to see how it feels
- have them make up their own statements (2 responses)

5. If you were to determine what ought to be taught in Home Economics classes, what would you include?

Comments included:
- more on self-image (3 responses)
- cooking - foods (10 responses)
- crafts
- making better friends
- how to look good
- peer pressure
- clothes, designing - sewing (7 responses)
- housekeeping
- gardening
- AIDS education
- home repair and decorating (2 responses)
- parenting
- hair styles and make-up
- family life
- money management
- teen pregnancy
- how to get a boyfriend
- getting along with brothers and sisters
- self defense
- relationships
- body care
- home electronics
- consumer education (2 responses)
- sex education (2 responses)
- child care (3 responses)
- about the same as what's being taught (2 responses)

Teacher Evaluation Form for Teaching Activity
Ways to Improve Self Esteem

Purposes: Determine usefulness
Identify changes to be incorporated in future teaching activities for the curriculum guide.

Directions given to teachers that were attached to their forms:

When FIELD TESTING with students, use activity as it is written to determine how the writing should be improved.

Write comments and return one evaluation sheet for each teaching activity. (If you wish, you may write on the activity itself and return if you feel this form is not enough.)

1. **The top portion of the activity includes the topic. The section, duty and skills section from the task lists are on the left and the sample learning objective on the right. We have included all three for teacher use to show how home economics is academic and vocational. We have put lines around to show the relationship of the three areas. Do you have a problem with this?**

15 responded no — 0 responded yes

- good to remind teachers that you're filling academic and vocational requirements
- very clear and I like this format
- maybe different shapes could be used for each of the 3 for easier identification
- like the organization of it
- makes sense and we need every way possible to show we have academic expertise as well as vocational goals, etc.

2. **Should the objectives be changed to learner outcomes? Does your school use outcomes or objectives?**

9 preferred objectives — 3 preferred outcomes — 3 said either would be ok

3. **The information base is included to identify the major concept the student should learn by the end of the "lesson". Is there a better way to state this? As you use this activity, were the students able to arrive at this information?**

7 said it would be OK
Their comments were:
- at end of activity they had no idea why they did it - they put little effort into thinking
- it is a quick reference area but students were able to get there easily

1 wanted changes
The comment was:
- use a different phrase

- I like how this is stated. Short and to the point.
- ok for older students - 8th graders did not get it
- students did not have trouble with statements

4. **Are the directions for the students clear enough to follow? How much "nitty gritty" should be included or do we assume teachers need minimal directions?**

6 responded yes

0 responded no

Their comments were:
- may need to give examples sometimes
- examples might help
- fine - keep it brief, but complete
- very clear
- directions are clear (2 responses)
- dangerous to assume anything, however I felt directions were fine and clear

5. **The evaluation section is intended to help students summarize and clarify the objectives. Some activities will lend themselves to more cognitive objectives. At present, there is no intent to provide a bank of test questions. We assume that teachers should develop their own test questions. In the beginning of guide, which is not written, we will make this idea clear. Any problems with this idea?**

8 said no problems

The comment was:
- most teachers can design their own questions for evaluation, but sometimes a blank of workable test questions is usable to beginning teachers

2 said yes,problems

Their comments were:
- teachers want tests, study guides (2 responses)
- a few questions should be provided
- a unit test might be included

6. **The self evaluation section is included to help students apply the information taught in the "real" world. Suggestions welcome.**

Suggestions included:
- good idea - could even expand on this section (2 responses)
- keeping a daily journal

7. **What other types of information would you find helpful in the notes to the teacher section?**

Comments included:
- list of resources - references (3 responses)
- follow-up or additional reinforcement activities
- successful teaching ideas

8. **FHA-HERO is included to show how FHA-HERO can be part of the class rather than an out of school activity. We feel it is better to have FHA-HERO integrated rather than as a separate section. Comments?**

Comments included:
- agree (3 responses)
- maybe
- good idea (3 responses)
- I like the integrated idea

9. **Other comments related to this teaching activity?**

Comments included:
- good one
- 8th graders enjoyed it...
- students appreciated the confidentiality of this activity
- students enjoyed the activity
- students were surprised I was doing the activity also
- I liked the suggestion for the teacher to do the activity along with the students

STUDENT EVALUATION OF THE TEACHING ACTIVITY

Directions given to teachers that were attached to their forms:

Share the overview of the project with the students after the teaching activity has be used in class.

Read the objective of the activity to the students to review what was to be accomplished.

Ask the following questions and record student answers.

Overview

Your class has been selected to field test new materials that are being developed at Illinois State University. This activity that we completed will become a part of a new curriculum guide being developed for home economics.
You are asked to answer questions related to the activity to determine how the activity is printed and distributed to all schools in Illinois.

1. What did you learn from this activity? List student comments.

Comments included:

- nothing (3 responses)
- one boy felt embarrassed
- learned to think of self - not others (2 responses)
- people can change (2 responses)
- we often put ourselves down
- negative habits can be changed into more positive habits (2 responses)
- self-esteem is a constant on-going process
- I need to work on my weak points
- ways to deal with your own flaws (2 responses)
- learning how to think about your own personality (4 responses)
- patience is needed to develop self-esteem
- ways to help others build self-esteem
- ways to improve myself (4 responses)
- you can learn from mistakes
- to think

2. Did the activity hold your attention?

18 responded yes

5 responded no

The comment was:

- too many negative things to write

3 said mostly

3. Have you discussed self esteem in other classes?

7 responded no

If yes, where? What was included?

- History
- Psychology (4 responses)
- Speech (5 responses)
- Math
- Sociology (2 responses)
- marriage and family
- parenting (2 responses)
- health (3 responses)
- morality conversations
- Sunday School

- Just Say No club
- English
- Quest
- Home Economics I

4. What would you suggest to improve this activity?

Suggestions included:
- well accepted by all
- nothing
- have teacher give an example

5. If you were to determine what ought to be taught in Home Economics classes, what would you include?

Comments included:
- cooking - nutrition (8 responses)
- cleaning
- Consumer Education (3 responses)
- more self-esteem (4 responses)
- relationships with parents
- baby-sitting
- housekeeping (2 responses)
- sex education
- parenting - childcare
- more problem-solving/role playing
- how to care for a home, family, and career all at the same time
- sewing (4 responses)
- washing (2 responses)
- designing clothing
- saying no to sex (2 responses)
- relationships (2 responses)
- body care
- facts of life
- personal feelings
- continue FHA/HERO
- classes already taught (3 responses)

Evaluation of Sample Outline for Self Esteem

Purposes: Determine usefulness of outline.
Identify changes to be incorporated in outlines for the curriculum guide.

Directions given to teachers that were attached to their forms:

Write comments on this sheet and on the outline.
Return both sets.

1. Using the attached outline as a model for future outlines that will appear in the curriculum guide, should there be more subdivisions within the major sections?

18 responded no

Their comments were:
- looks good
- the fewer the better for my department
- there are enough the way it is. I thought it was very thorough.
- further division will come from specific materials (tests, etc.) used by individual teachers
- outline is great. I used some of the information to help give my students a background in self-esteem before beginning the units.
- too many subdivisions would make it so long, it wouldn't be usable
- more information should come from individual teachers so they can identify with it
- I have a feeling that more subdivisions would only add distractions to the flow and decrease its ease of use

1 responded yes

The comment was:
- to reinforce I am on the right track

2. We have incorporated State Goals For Learning and sample learning objectives in a parallel format with the content outlines to show ho Home Economics fulfills academic requirements. Code numbers and let are included. We feel this is important to be able to trace to original source. Any suggestions for making this more helpful?

11 said Ok

1 said needs to be clearer

Their comments were:
- code letters condense the information given. It would be easy to pick out activities using the code
- keep them running across from each other - not above or below
- hard to figure out code though - make sure there is a clear interpretation index (8 responses)

- likes having S.G.L. and learning objectives
- could have outlines in bigger print than S.G.L.? (2 responses)
- important - will help to defend program
- I do like this - if it will be clear how to find and match state goals
- could these State Goals For Learning be included with the guide? Then the original source would be available to all users of the guide in minutes.

3. Other suggestions to improve the outline.

- leave more room after each section to add comments
- no - what you've presented looks very thorough
- very usable
- 2 categories of "Benefits of a positive self-esteem"
- looks good, clear, usable. Maybe even less detail needed because most teachers will teach from texts as well as utilizing the outlines.
- include Roman numerals I, II, III. This may be picky but it would make it appear more as an outline rather than just a list.

The next 3 questions relate to the curriculum guide as a finished product.

4. When completed, should the curriculum guide be 3 hole punched for loose-leaf notebook or bound?

20 wanted loose-leaf notebook 0 wanted bound

5. Assuming that the finished curriculum guide will include: content outlines, student activities and resources for teaching.

1 said "a" All the outlines should be together for all the units in a separate section
followed by
all the student activities in a separate section, coded to show how they relate to the outline
followed by
the resource list as a separate section, coded with the student activities.

The comment was:
- in my department, I have both types of outlines. "A" seems to be more organized and I find "A" more usable.

19 said "b" Each of the parts of the outlines should be followed by the student activities with the resource list as a separate section following the student activity.

Their comments were:
- quick and easy - all in one spot
- I like everything together - takes less time looking through materials.
- we get so much paper and so many guides, etc. that we just don't have time to hunt for materials.

6. How might resources (texts, video tapes, etc.) be incorporated? Is a separate listing at the end of the outline helpful? Should resources be listed at the end of or part of the teaching activity? Should a separate list of resources be developed be topic area like we have done this year?

14 said: - as part of each activity - maybe at the end (topic area development)

1 said: - since everyone probable can't have same resources - "suggested" resources best

6 said: - like the separate list of resources by topic area (like done this year) (this would be ok too - voted for 1st one though) (with perhaps cross reference numbers.)

3 said: - at the end of outline and separate list by topics

Additional comments

- I am excited about this. I have shared this with fellow Home Economics teachers and an administrator!
- we need numbers to correspond to task lists

APPENDIX H

Resource List

Illinois State Board of Education
Thomas Lay Burroughs, Chairman

Interim State Superintendent of Education
Robert Leininger

Department ofAdult, Vocational and Technical Education

Home Economics Department
Illinois State University
Normal, IL, 61761

Project Staff
Charlotte Carr, Project Director
Diana Greene, Project Assistant
Jane Middleton, Project Secretary
Katey Crutchly, Clerical Staff

RESOURCE LIST FOR

Home Economics

FY1989

RESOURCE LIST

Developed by
Illinois Plan for Home Economics Education
1989

TABLE OF CONTENTS

*TEACHING MATERIALS	PAGE
CAREERS: Employability	1
HEALTHFUL LIFE STYLES: Nutrition and Wellness	2
HUMAN DEVELOPMENT: Physical, Emotional, and Social Dev. throughout the life cycle	7
LIFE SITUATIONS: Decision making and problem solving	9
MANAGEMENT: Consumerism, Balancing Family, Personal Life and Work	12
PARENTING: Nurturing Others	18
RELATIONSHIPS: Interpersonal Skills	20
SELF ESTEEM: Valuing Oneself	21

GENERAL RESOURCES	
ADDRESS LIST FOR ADDITIONAL RESOURCES	22
CONTACTS FOR GUEST SPEAKERS	24
NEWSLETTERS	25
PERIODICALS	28
PROFESSIONAL ORGANIZATIONS	30
TOLL FREE NUMBERS	31

*Teaching materials were recommended by teachers. Their names are listed on the back of this page.

Many resources are available on a loan basis for your review from the Illinois Vocational Curriculum Center.

****** ILLINOIS PLAN FOR HOME ECONOMICS EDUCATION ******
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1988-89

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Effingham, IL 62401

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Flora, IL 62839

*Available on a loan basis for your review from Illinois Vocational Curriculum Center, Sangamon State University, Springfield, IL 62794-9243, (800) 252-4822 or (217) 786-6375. Use request number where available.

CAREERS

COMPUTER SOFTWARE

Career Finder. Asks 18 simple questions then searches a list of 430 occupations and selects the ones which best fit the client's requirements.

Grades: 5-12
Approx. length: 45 minutes
Copyright: 1987
Cost: $189 (as of 1989)
Available from: Wintergreen Software Inc.
P.O. Box 1229
Madison, WI 53701
(608) 246-8880

SLIDES

Applied Foodservice Sanitation. Instructor's guide, slide series on sanitation. Used in conjunction with the sanitation certification program in Illinois.

Grades: 11-12
Approx. length: 16 hours minimum are required by Illinois
Copyright: 1985
Cost: Visual Aid Kit - $179.50
Book and Teacher's Guide - $32.50 (as of 1989)
Available from: National Institute for the Foodservice Industry
20 N. Wacker Drive, Suite 2620
Chicago, IL 60606
(312) 715-1010

Modern Careers in Fashion. Six slide presentations (40 slides ea.) with cassette of script. Includes objectives, discussion questions, test questions, and glossary for each set.

Grades: 11-12
Copyright: 1987
Cost: $650 (as of 1989)
Available from: Fairchild Publications
7 East 12th Street
New York, New York 10003
(800) 525-0643
(212) 887-1866

(CAREERS - Continued)

VIDEOCASSETTES AND FILMSTRIPS

Chanel, Chanel. History of fashion with emphasis on Chanel featuring Karl Lagerfeld narrating.

Grades: 11-12
Copyright: 1988
Cost: $39.95 (as of 1989)
Available from: OUEUE Educational Video
562 Boston Avenue
Bridgeport, Connecticut 06610
(800) 232-2224

HEALTHFUL LIFE STYLES

COMPUTER SOFTWARE

What Did You Eat Yesterday? Students enter everything they ate during a 24 hour period. Then program compares to the USRDA for protein, calories, vitamins A and C, thiamin, riboflavin, niacin, and iron. Also checks percentage from fat and the amounts of protein and sodium.

Grades: 7-12
Approx. length: 1 hour
Copyright: 1987
Cost: $59 (as of 1989)
Available from: The Learning Seed
330 Telser Road
Lake Zurich, IL 60047
(800) 634-4941

VIDEOCASSETTES AND FILMSTRIPS

Eating Right - Feeling Fit. Bruce Jenner and Mary Lou Retton host this program. Emphasizes exercise plus good nutrition. (12 activity sheets plus teacher's guide)

Grades: 5-8 (good for special education classes at 8th grade)
Reading level: 7-8
Approx. length: 20 minutes
Copyright: 1986
Cost: $10 (as of 1989) need to also include $3 for shipping
Available from: Mediatech
110 W. Hubbard Street
Chicago, IL 60610
Attention: Client Communications
(312) 828-1146

Food Safety Is No Mystery. A training program for food service workers. Video follows a young detective and a health inspector investigating an unsanitary and unsafe food service worker. Teaches food safety in an interesting way.

Grades: 9-adult
Approx. length: 34 minutes
Copyright: 1987
Cost: $20.50 (as of 1989)
Available from: United States Department of Agriculture
Food Safety & Inspection Service
Room 1165, South Building
Washington, D.C. 20250
(800) 237-4599

Safety in the Kitchen. Deals with safety in the kitchen such as falls, fires, burns, chemicals, and electrical shock. 1 color filmstrip/1 cassette tape.

Grades: 9-12
Copyright: 1986
Cost: $34 (as of 1989)
Available from: Franklin Clay Films
P.O. Box 2213
Costa Mesa, CA 92628
(714) 957-0414

The Meaning of Nutrition. Parts I, II, III.

Part I - Basics of good nutrition, tools to develop and maintain excellent eating habits.
Part II - Relationship and chemistry of protein, carbohydrates, and fats.
Part III - Reviews categories of sugar, salt, artificial chemicals, vitamins, and minerals.
Part IV - Pros and Cons of vegetarian diets.

Grades: 10-12
Approx. length: 18 minutes each
Copyright: 1989
Cost: $80 (as of 1989)
Available from: Educational Dimension
P.O. Box 126
Stanford, CT 06904
(203) 327-4612

WRITTEN MATERIAL

A Matter of Facts - Health & Nutrition. Teacher's guide, 12 activity sheets which may be reproduced and other suggested activities.

Grades: Junior High-High School
Copyright: 1986
Cost: $2.95 (as of 1989)
Available from: A Matter of Facts
Education Department
National Livestock & Meat Board
444 North Michigan Avenue
Chicago, IL 60611
(312) 467-5520

A Profile of Health & Disease in America. 7 volume set. Health related to pregnancy, childbirth, and many diseases etc.

Grades: High School
Copyright: 1988
Cost: $35 each or $205 set of 7 (as of 1989)
Available from: Facts on File
460 Park Avenue South
New York, New York 10016
(800) 322-8755

Dietary Guidelines and Your Diet. Guide to teach nutrition. Emphasizes relationship between diet and health. Nine lessons for junior or senior high, 7 short pamphlets that provide "how to's", self tests, and activity masters.

Grades: 7-adult
Copyright: 1988
Cost: FREE (1 copy)
Available from: United States Department of Agriculture
Human Nutrition Information Service
Teacher's Guide
Room 353
6505 Belcrest Road
Hyattsville, Maryland 20782
(301) 436-8617

Exploding the Hunger Myths. Deals with hunger issues and presents facts related to hunger.

Grades: Junior High-High School
Copyright: 1987
Cost: $15 (as of 1989) Master Card /Visa accepted
Available from: Food First/Institute for Food & Development Policy
145 Ninth Street
San Francisco, CA 941003
(800) 888-3314
(415) 864-8555

First Foods. Food experiences through easy steps, using many convenience foods. Nutrition integrated throughout. Each chapter includes objectives, vocabulary which is highlighted, illustrations to reinforce content, and lab activities. Tips are included for working with kitchen groups. Teacher guide includes handouts, lesson plans, and chapter tests. The workbook includes study guides and activity sheets.

Grades: 9-10 Junior High or Special Ed.
Approx. length: Text - 320 pages, Workbook - 96 pages
Copyright: 1987
Cost: Text - $14.97, Teacher Guide - $14.97,
Workbook - $5.25 (as of 1989)
Available from: Glencoe Publishing Co.
809 W. Detweiller Drive
Peoria, IL 61615-2190
(800) 257-5755
(309) 691-4454

Foods and Nutrition - A Practical Approach. Nutritional requirements related to daily living. Workbook in four parts: deciding to be healthy, managing your resources, preparing practical meals, and exploring your future.

Grades: Junior High
Approx. length: 183 pages
Copyright: 1989
Cost: $7.95 (as of 1989)
Available from: South-Western Publishing Co. (Midwest Region)
355 Conde Street
West Chicago, IL 60185
(800) 543-7972
(312) 231-6000

Food Science and You. High School Food Science textbook. Combines food labs for science credit.

Grades: 9-10
Approx. length: 394 pages
Copyright: 1989
Cost: Text - $17.97 (as of 1989)
Available from: Glencoe Publishing Co.
809 W. Detweiller Drive
Peoria, IL 61615-2190
(800) 257-5755
(309) 691-4454

Nutrition Kit: Eating Sensibly in the 1990's. Story about a junk food junkie and how he is trying to break this habit. Healthy eating, nutritional density, cholesterol, dietary fiber, and starchy foods are included.

Grades: Junior High-High School
Reading level: Filmstrips - 7th grade level
Approx. length: 15 minutes for each filmstrip
Copyright: 1988
Cost: 2 Filmstrips - $69, Videocassette $79,
Combination Filmstrips & VHS $99 (as of 1989)
30 day trial on any of the above
Available from: The Learning Seed
330 Telser Road
Lake Zurich, IL 60047
(800) 634-4941

Planning Healthy Meals. How the body uses the essential nutrients to maintain health. Encourages balanced meal planning, reading food labels, serving portions, and counting calories. (Reproducible masters with teacher's guide)

Grades: 7-9 (especially good for students with special needs)
Reading level: Grade 2
Approx. length: 80 pages
Copyright: 1986
Cost: 1-9 copies, $17.95 each (as of 1989)
Available from: Home Economics School Service (Janus Books)
10200 Jefferson Blvd., Room 8611
P.O. Box 802
Culver City, CA 90232-0802
(800) 421-4246

Total Health, Volume II. Used to help assess and improve lifestyle choices. 6 activities on spirit masters and activity supplements.

Grades: 7-8
Copyright: 1989
Cost: FREE
Available from: Total Health, Volume II
P.O. Box 1400K
Dayton, Ohio 45414
(800) 321-7254

HUMAN DEVELOPMENT

VIDEOCASSETTES AND FILMSTRIPS

Baby Basics. Eight video chapters including newborn, post-partum care, first days at home, daily care, feeding, health & safety, crying & sleeping, growth and development.

Grades: 11-12
Approx. length: 2 hours
Cost: $43.45 (as of 1989)
Available from: Vida Health Communications
P.O. Box 365
Wayne, NJ 07470
(800) 524-1013

Dying is Part of Living. Death or suicide information. Helps students understand death as an integral part of the life process.

Grades: 10-12
Approx. length: 1 hour, 10 minutes
Cost: $165 (as of 1989)
Available from: Sunburst Communications
101 Castleton Street
Pleasantville, NY 10570-9971
(800) 431-1934

(HUMAN DEVELOPMENT - Continued)

The Miracle of Life. The first filmed record of human conception photographed by Lennart Nilsson. This video won an Emmy Award as a program in the NOVA series on PBS.

Grades: 10-12
Approx. length: 60 minutes
Cost: $29.95 (as of 1989)
Available from: Library Video Company
P.O. Box 40351, Dept. M10
Philadelphia, PA 19106
(800) 843-3620

WRITTEN MATERIAL

Human Reproduction and Development Kit. Text and teaching guide with information and questions. Spirit masters and transparencies included. Color/sound filmstrip. Life /form reproductions show stages of development.

Grades: Junior High-High School
Cost: Kit - $395, Filmstrip - $44.50,
Cassette - $44.50 (as of 1989)
Available from: NASCO
901 Janesville Avenue
Fort Atkinson, WI 53538
(800) 558-9595

*The Developing Child. Child Development, follows children's development from conception through age six. (649 BRIS 1985-1-2)

Grades: High School
Copyright: 1988
Cost: Approx. $20 (as of 1989)
Available from: Glencoe Publishing Co.
809 W. Detweiller Drive
Peoria, IL 61615-2190
(800) 257-5755
(309) 691-4454

LIFE SITUATIONS

VIDEOCASSETTES AND FILMSTRIPS

A Letter from Brian. Focuses on a girl who receives a letter from Brian informing her he has AIDS. She dated Brian during the summer and is now involved in a serious relationship with someone else.

Grades: High School
Approx. length: 29 minutes
Copyright: 1988
Cost: FREE LOAN
Available from: Prevention Resource Center and/or local Red Cross Office
901 S. Second Street
Springfield, IL 62704
(800) 252-8951 or (217) 525-3456

Cocaine's Children. Video describing the effects of cocaine on babies born to mothers using cocaine.

Grades: High School
Approx. length: 20 minutes
Copyright: 1988
Cost: FREE LOAN
Available from: March of Dimes
Southeastern IL Chapter
P.O. Box 1242
Effingham, IL 62401
(217) 347-7424

Coping with Family Crisis. Two videos: Addictions, Financial Distress, Illness, & Death; and Separation, Divorce, Violence, & Abuse. Interviews of experts and people who have gone through crisis situations. Includes study questions, related activities and resources.

Grades: High School
Approx. length: 20-30 minutes per topic
Copyright: 1987
Cost: $297 for both programs (as of 1989)
Available from: Guidance Associates
mmunication Park
Box 3000
Mount Kisco, NY 10549-0900
(800) 431-1242

(LIFE SITUATIONS - Continued)

Davey: The High School Experience. Takes place from a high school assembly at which Dave Roever speaks. A story of hope--the triumph of love over tragedy. Humorous and honest answers to serious questions.

Grades: 9-12
Approx. length: 55 minutes
Copyright: 1987
Cost: $30 (as of 1989)
Available from: Roever Communications
P.O. Box 10478
Fort Worth, Texas 76114
(817) 237-8491

Straight Talk Video. Responsibility education. Timely message about sexual responsibility and safety. Deals with sexuality, sexual behavior, contraception, and sexually transmitted diseases. Includes Teacher's Guide, Student Activities, Masters, Poster.

Grades: 9-12
Approx. length: Variable - 7 lessons, Part 1 - 22 minutes, Part 2 - 11 minutes
Copyright: 1985
Cost: FREE
Available from: Straight Talk Video
Linda Mayer, Public Relations
Ortho Pharmaceutical Department
Route 202, Box 307
Rariton, NY 08869
(800) 722-7786

When Sex Means Trouble. Introduces sexual exploitation. Helps teens understand rights, recognize abuse, and develop strategies for protecting themselves.

Grades: 10-12
Approx. length: 36 minutes
Cost: $165 (as of 1989)
Available from: Sunburst Communications
101 Castleton Street
Pleasantville, NY 10570-9971
(800) 431-1934

WRITTEN MATERIAL

AIDS. (Pamphlet)

Available from: U.S. Department of Health
AIDS Hot Line Number: (800) 243-2437

AIDS Prevention Program for Youth.

Available from: Contact your local Red Cross Office

*Contemporary Living. Objective presentation of facts concerning contemporary issues that students face.
(649.7 RYDE 1985-1-2)

Grades: 9-12
Copyright: 1987
Cost: Teacher's Resource - $16.50, Student Guide - $4.20, Computer Software - $72.00 (as of 1989)
Available from: Goodheart - Willcox
123 West Toft Dr.
South Holland, IL 60473-2089
(800) 323-0440
(312) 333-7200

Dead Serious. A book about teenage suicide.

Grades: 7-12
Approx. length: 141 pages
Copyright: 1987
Cost: $12.95 (as of 1989)
Available from: Macmillan Publishing Company
Front and Brown Streets
Riverside, NJ 08075
(800) 257-5755

MANAGEMENT

COMPUTER SOFTWARE

Fabric Identification Kit. Emphasizes textiles, fibers, and types of fabrics. Test and fabric samples included.

Grades: 10-12
Approx. length: At least 30 minutes
Copyright: 1988
Cost: $59 (as of 1989)
Available from: The Learning Seed
330 Telser Road
Lake Zurich, IL 60047
(800) 634-4941
(312) 438-3251

SLIDES

To Be A Better Shopper. Units include: The Business of Food Shopping, Cost Cutters, Label Logic, Brand Preference, The Convenience Factor, The Changing Supermarket, Selling It, Coupons and Promotions. 164 colored slides, Teacher's Guide, 16 camera-ready activities, fact sheets, and binder.

Grades: 7-12
Approx. length: variable
Copyright: 1989
Cost: $89 (Approximate - slight increase expected, call or write for exact cost before ordering)
Available from: Cornell University
BETTER SHOPPER
P.O. Box 191, Dept. OC1
Ithaca, NY 14850
(607) 255-2577

VIDEOCASSETTES AND FILMSTRIPS

Clothing Care. Reading labels, products to use, methods of care. Includes Teaching Guide.

Grades: Low High School
Copyright: 1986
Cost: Filmstrip - $69, Video - $79 (as of 1989)
Available from: The Learning Seed
330 Telser Road
Lake Zurich, IL 60047
(800) 634-4941

(MANAGEMENT - Continued)

Design for Living. An interior designer transforms a new house into comfortable living space. Viewers explore the empty house and realize the design challenges.

Grades: 9-12
Approx. length: 33 minutes
Copyright: 1988
Cost: $79 VHS (as of 1989)
Available from: The Learning Seed
330 Telser Road
Lake Zurich, IL 60047
(800) 634-4941

*Discovering Fibers to Fabrics. Fabric information for consumer selection. (FS 646 JOHN 1976-1)

Grades: 10-12
Approx. length: 15 minutes for each filmstrip
Cost: $108 (as of 1989)
Available from: Glencoe Publishing Co.
809 W. Detweiller Dr.
Peoria, IL 61615-2190
(800) 257-5755
(309) 691-4454

Furniture: A Buyer's Guide. In depth discussion of furniture construction.

Grades: High School
Copyright: 1986
Cost: Filmstrip - $69, Video - $79 (as of 1989)
Available from: The Learning Seed
330 Telser Road
Lake Zurich, IL 60047
(800) 634-4941

Gone with the Wash. Video describing laundry and stain problems and solutions. Factual and entertaining.

Grades: 8-9
Approx. length: 23 minutes
Cost: FREE
Available from: Modern Talking Pictures
161 Tower Drive
Burr Ridge, IL 60521
(813) 541-5763

(MANAGEMENT - Continued)

Serge Into Activewear! Motivates, informs, and updates students about sewing technology.

Grades: 7-12
Approx. length: 15-20 minutes
Copyright: 1987
Cost: $12.00 (as of 1989)
Available from: McCall's Education Department
#9119 615 McCall Road
Manhattan, Kansas 66502-5035
(800) 622-2557

Social Security. Video on Social Security Program and Benefits. Video may be duplicated.

Grades: 10-12
Approx. length: 17 minutes
Cost: FREE
Available from: Local Social Security Office
(800) 234-5772

*Understanding Taxes. Understanding taxes, a teaching unit updated yearly. Includes 6 units: understanding your role as a taxpayer, understanding tax forms, understanding state and local taxes, how taxes evolve, the impact of taxes and fairness issues. (Video, computer software)
(KT 640.73 INTE 1988-1)

Grades: 11-12
Reading level: 9th grade
Approx. length: 6 units - 8 days
Copyright: updated yearly
Cost: FREE
Available from: Internal Revenue Service
Understanding Taxes
P.O. Box 458
Wayland, NY 14572

(MANAGEMENT - Continued)

Women's Workable Wardrobe and Men's Workable Wardrobe. Two separate programs. Helps students to understand the idea of wardrobe planning.

Grades: High School
Approx. length: 20 minutes
Copyright: 1986
Cost: Filmstrip - $69, Video - $79 (as of 1989)
Available from: The Learning Seed
330 Telser Road
Lake Zurich, IL 60047
(800) 634-4941

WRITTEN MATERIAL

*Clothing: Image and Impact. Six instructional units with "Job Notebook". Each chapter ends with brief career descriptions of people in clothing related careers.
(646 JOHN 1983-1)

Grades: 11-12
Approx. length: 362 pages (20-40 hours)
Copyright: 1990
Cost: $18.30 (as of 1989)
Available from: Southwestern Publishing Company
355 Conde Street
West Chicago, IL 60185
(800) 543-7972
(312) 231-6000

*Housing Decisions. Housing and home furnishings content. Career unit at end.
(643 LEWI 1984-1)

Grades: 11-12
Approx. length: 328 pages
Copyright: 1987
Cost: $16.20 (as of 1989)
Available from: Goodheart - Willcox
123 West Toft Dr.
South Holland, IL 60473-2089
(800) 323-0440
(312) 333-7200

(MANAGEMENT - Continued)

Life Management. Such management topics as life, work and money, and time and materials. Teacher Guide and Resource Book.

Grades: 8-11
Approx. length: 436 pages
Copyright: 1988
Cost: Text - $23.35, Teacher Resource - $75.20 (as of 1989)
Available from: Prentice Hall
School Division of Simon & Schuster
Englewood Cliffs, NJ 07632-9940
(800) 848-9500

Life Management Skills. Text/workbook defines values, goals, and standards to make decisions. Organized into 7 related units that are self-directing and individualized. Lessons feature concept statement followed by self-study methods including exercises, observations, surveys, interviews, essays and case studies.

Grades: 10-12
Approx. length: 175 pages
Copyright: 1987
Cost: $8.40 (as of 1989)
Available from: Southwestern Publishing Company
355 Conde Street
West Chicago, IL 60185
(800) 543-7972
(312) 231-6000

*Living on Your Own. Packet contains money management, shopping skills and choosing living quarters sections. Game for teaching money management included. Circulars 1270-1273.

Grades: 11-12
Approx. length: Minimum six sessions
Copyright: 1987
Cost: $0.70 each or $2.80 a set (as of 1989)
Available from: Contact your local County Extension Office
or
Dr. Mary Ann Paynter
Family Economics Specialist
University of Illinois
547 Bevier Hall
905 S. Goodwin Ave.
Urbana IL 61801
(217) 244-2848

(MANAGEMENT - Continued)

Teen Living. Units include: "About You", "Relationships", "Resource Management", "Foods and Nutrition", and "Clothing and Textiles". Pages in Teacher's Resource Book are ready to be copied.

Grades: 7-9
Approx. length: 500 pages
Copyright: 1989
Cost: Textbook - $22.90, Teacher Edition - $29.90, Teacher Resource - $75.20 (as of 1989)
Available from: Prentice Hall
School Division of Simon & Schuster
Englewood Cliffs, NJ 07632-9940
(800) 848-9500

Teenage Marriage. Special interest to teenage couples--living with in-laws, having almost no money, becoming parents too soon, and coping with extreme jealousy, sometimes spousal abuse, from one's partner.

Grades: 9-12
Copyright: 1988
Cost: Hard cover - $15.95, Soft cover - $9.95 (as of 1989)
Available from: Morning Glory Press
6595 San Haroldo Way
Buena Park, CA 90620
(714) 828-1998

Today's Teen. Common sense approach, purposeful, practical way to teach Home Economics orientation.

Grades: 9-10
Approx. length: 528 pages
Copyright: 1988
Cost: Textbook - $20.49, Workbook - $5.85, Software - $62.97, Teacher's Resource Guide - $23.97, Transparencies - $45.00
Available from: Glencoe Publishing Company
809 W. Detweiller Drive
Peoria, IL 61615-2190
(800) 257-5755
(309) 691-4454

(MANAGEMENT - Continued)

Words To Know In Home Economics. Worksheets with 50 vocabulary exercises in You and Others, Families, Managing Resources, Clothing and Textiles, Foods, and the Home.

Grades: 9-12
Copyright: 1987
Cost: $19.95 (as of 1989)
Available from: J. Weston Walch, Publisher
P.O. Box 658
Portland, Maine 04104-0658
(800) 341-6094

PARENTING

VIDEOCASSETTES AND FILMSTRIPS

Babysitting. Filmstrip, cassette, teacher guide, and wall chart. Emphasizes skills for responsible babysitting: preparation techniques, information gathering, general rules, handling problems and emergencies, and basic business skills.

Grades: 7-8
Reading level: 7-9
Copyright: 1986
Cost: $54.00 (as of 1989)
Available from: Glencoe Publishing Co.
809 W. Detweiller Drive
Peoria, IL 61615-2190
(800) 257-5755
(309) 691-4454

Four Pregnant Teens Live Action. Pregnancy alternatives.

Grades: 10-12
Approx. length: 60 minutes
Copyright: 1987
Cost: Video - $239 available for preview,
Filmstrips - $199 (as of 1989)
Available from: Sunburst Communications
101 Castleton Street
Pleasantville, NY 10510
(800) 431-1934

(PARENTING - Continued)

*Speaking for Ourselves. Interviews with Illinois teen-age parents.
(VT 649.7 OLIN 1987-1)

Grades: 10 and up
Approx. length: 12 minutes, 17 seconds
Cost: FREE LOAN
Available from: ISBE
Television Section
100 N. First Street
Springfield, IL 62777
(217) 782-5844

WRITTEN MATERIAL

Parenting. 50 masters including: personal assessments interviews, observations, case examples, puzzles, games and other activities to identify the realities and responsibilities of being a parent.

Grades: Junior High-High School
Cost: $19.95 (as of 1989)
Available from: J. Weston Walch
321 Valley St., P.O. Box 658
Portland, Maine 04104-0658
(800) 341-6094

*Parenting On Your Own. Set of 14 circulars dealing with issues of being a single parent. Circulars 1245-1258.

Grades: 10-12
Copyright: 1986
Cost: $3.00 for set
Available from: Robert Hughes
University of Illinois
905 S. Goodwin
528 Bevier Hall
Urbana, IL 61801
(217) 244-2847

RELATIONSHIPS

VIDEOCASSETTES AND FILMSTRIPS

*How Can I Tell If I'm Really In Love. Answers questions like How do you know if it's love? Can you fall in love more than once? How important is sex to a relationship? Does love happen at first sight? Is sex love? Can you confuse chemistry with love? Is sex the real turn-on or is intimacy? Stars Justine Bateman, Jason Bateman, and Ted Danson. (VT 649.7 BATE 1987-1)

Grades: High School
Approx. length: 51 minutes
Copyright: 1987
Cost: $29.95 (as of 1989)
Available from: Ed-U-Press
7174 Mott Rd.
Fayetteville, NY 10666
(315) 637-9524

WRITTEN MATERIAL

A Time To Listen: Preventing Youth Suicide. Talks about how good listening and communication may be the keys to preventing youth suicide.

Grades: 9-12
Copyright: 1987
Cost: $12.95 (as of 1989)
Available from: Harcourt Brace Jovanovich, Publishers
1250 Sixth Avenue
San Diego, CA 92101
(800) 237-2665

Family Living. Topics such as, understanding self, relationships, family life and life management are covered. Teacher Guide and Resource Book.

Grades: 10-12
Approx. length: 340 pages
Copyright: 1988
Cost: Text - $23.35, Teacher Resource - $75.20
Available from: Prentice Hall
School Division of Simon & Schuster
Englewood Cliffs, NJ 07632-9940
(800) 848-9500

SELF ESTEEM

WRITTEN MATERIAL

Building a Positive Self-Concept. 113 activities to develop positive attitudes toward self and school. 4 sections: "Getting to Know Others"; "Getting to Know Yourself"; "Getting to Like Yourself"; and "Getting Ready for the Future".

Grades: 6th and up
Approx. length: 126 pages
Copyright: 1988
Cost: $15 (as of 1989)
Available from: J. Weston Walch
321 Valley Street
P.O. Box 658
Portland, ME 04104-0658
(800) 341-6094

OR

U-R Special
Box 17104
Milwaukee, WI 53217
(800) 433-1338

VIDEOCASSETTES AND FILMSTRIPS

Good Grooming. Importance of grooming and the impact grooming has upon others.

Grades: 8-9, Spec. Ed. upper grades
Approx. length: 15 minutes
Copyright: 1987
Cost: $40 (as of 1989)
Available from: Career Aids, Inc.
20417 Nordhoff Street
Chatsworth, CA 91311
(800) 341-8200
(818) 341-2535

ADDRESS LIST FOR ADDITIONAL RESOURCES

Organization/Address	Materials Available
AHTDS Prevention Resource Center 901 S. Second Street Springfield, IL 62704 (800) 252-8951	Free substance abuse prevention resources on a wide variety of topics. K-Adult curricula
American Council of Life Insurance Company Services 1001 Pennsylvania Ave., N.W. Washington, D.C. 20004-2599 (202) 624-2000	Insurance related material. Will put you on their mailing list if you call or write.
Curriculum Publications Clearinghouse Western Illinois University Horrabin Hall 46 Macomb, IL 61455 (800) 322-3905	Curriculum materials (for purchase), task lists, etc., developed by DAVTE.
Department of Health and Human Services Public Health Science Food and Drug Administration 5600 Fishers Lane Rockville, MD 20857	Articles/publications dealing with health related issues - free or small cost.
East Central Network Illinois Vocational Curriculum Center Sangamon State University F-2 Springfield, IL 62794-9243 (800) 252-4822	Curriculum materials for loan.
Illinois Birth To Three Clearinghouse Library 830 South Spring Street Springfield, IL 62704 (217) 785-1364	Professional literature for early childhood and family life education. Books, periodicals, audio visual materials, and files of articles for loan.
Illinois State Board of Education Television Section 100 N. First Street Springfield, IL 62777 (217) 782-5844	Videotapes for loan.

(ADDRESS LIST FOR ADDITIONAL RESOURCES - Continued)

Library Video Company P.O. Box 40351, Dept. M10 Philadelphia, PA 19106 (800) 843-3620	National Geographic, Nova, etc. videotapes.
March of Dimes Birth Defects Foundation 1275 Mamaroneck Avenue White Plains, NY 10605 (Local March of Dimes Chapters can be found in the white pages of the telephone book)	Publications and audiovisuals of public health ed. materials, free or loan.
National Dairy Council 6300 North River Rd. Rosemont, IL 60018-4233 (312) 696-1860, Ext. 220	Nutrition/health related resources.

CONTACTS FOR GUEST SPEAKERS

County Cooperative Extension Service - office in each county, request Home Economics Advisor. See specific county in phone book (i.e. "Champaign County Cooperative Extension Service").

Department of Children and Family Services - See "Illinois State of . . . " in phone book.

FHA-HERO (Future Homemakers of America - Home Economics Related Occupations) State and Regional Officers - Contact Norma Gill, FHA-HERO, Executive Secretary, R.R. 4, Box 176, Bloomington, IL 61704, Phone (309) 963-4694.

IHEA (Illinois Home Economics Association) Speaker's Bureau - Contact Alice Pompe, 3201 Bittersweet Row, Rockford, IL 61008, Phone (815) 398-5745.

Parents Too Soon - Contact the office in Springfield. They will put you in touch with local people. Illinois Department of Public Health, Parents Too Soon, 535 W. Jefferson, Springfield, IL 62761, Phone (800) 4 CALL US.

IDEAS FOR OTHER SPEAKER CONTACTS

Advisory Committee Members
Alcoholics Anonymous (AA)
Business persons/Entrepreneurs
Drug Treatment Centers
Government Agencies
Health Inspectors
Homemakers
Hospital/Wellness Centers
Law Enforcement Agencies
Local Professional Home Economics Groups
Minister/Priest/Rabbi
Parents of: handicapped children, newborns
Planned Parenthood
School Board Members
School Administrators
Senior Citizens
Toastmasters Association

NEWSLETTERS

Children and Adolescents. Publication of the Illinois Citizens Assembly, Council on Children.

Grades: Teacher Resource
Copyright: new yearly
Cost: FREE
Available from: Illinois Citizens Assembly
Council on Children
300 W. Monroe
Springfield, IL 62706
(217) 782-4546

Food & Nutrition News. Published 5 times a year. Articles on nutrition topics and book reviews.

Grades: Teacher Resource - not sent to students
Cost: FREE if you write on letterhead and enclose name, title, organization, and occupation
Available from: National Livestock & Meat Board
444 N. Michigan Ave.
Chicago, IL 60611
(312) 467-5520

Hope Health Letter. Published 12 times per year. Each issue contains health related articles; foods, stress, diseases, exercise, etc.

Grades: 9-adult
Cost: $19.95 per year
Available from: International Health Awareness Center
350 East Michigan Avenue
Suite 301
Kalamazoo, MI 49007-3851
(616) 343-0770

MMI Memo. Semiannual newsletter. Articles on personal financial matters and consumer issues. Student/teacher activities.

Grades: 9-college
Cost: FREE if you send your name, address, and title
Available from: Household Financial Services
2700 Saunders Road
Prospect Heights, IL 60070
(312) 564-6350

(NEWSLETTERS - Continued)

Nutrition N.E.T. Work. Published 4 times a year. Provides nutrition information, student activities, reviews of videos, books, computer software, etc. Newsletter for childhood nutrition (2-5 yr. olds) available. Also have many loan materials.

Grades: K-12
Cost: FREE
Available from: Cindy Laegeler
Area 2 Nutrition Education & Training Center
2240 East Geddes, Rm. 6
Decatur, IL 62526
(217) 424-341

Prevention Forum. Quarterly publication with articles on alcohol and drug use and prevention. Includes resource reviews.

Grades: Teacher Resource
Cost: FREE - if you call or send your name and address
Available from: Prevention Resource Center
901 S. Second Street
Springfield, IL 62704
(800) 252-8951

The Facts. Published 9 times per year. Each issue contains 7 pages of problem-solving activities dealing with current personal financial topics.

Grades: 9-12
Cost: FREE if you purchase anything from their catalog or by subscription for $27
Available from: C.W. Publications
Box 744
Sterling, IL 61081
(815) 626-5679

Tufts University Diet and Nutrition Letter. Variety of diet and nutrition topics, easy to read research reports.

Grades: Teacher Resource
Cost: $18 (1 year, 18 issues)
Available from: Tufts University Diet and Nutrition Letter
P.O. Box 57834
Boulder, CO 80322-7834

(NEWSLETTERS - Continued)

University of California, Berkeley Wellness Letter. Topics include nutrition, fitness and stress management.

Grades: Teacher Resource
Cost: $20 (12 issues)
Available from: Health Letter Associates
5 Water Oak
Fernandina Beach, Florida 32034

Work and Family Life. Balancing job and personal responsibilities. Published 12 times per year. Each issue contains articles on work and family issues. Available in quantity.

Grades: 9-adult
Cost: $36 annual subscription rate (subscription rate is lower depending on number of subscriptions)
Available from: Work and Family Life
6211 W. Howard Street
Chicago, IL 60648
(312) 647-6860

PERIODICALS

Career Success. This magazine has a variety of articles, success stories, job search, career choices, and challenges.

Grades: 9-12
Reading level: 6-8
Approx. length: 20-22 pages
Copyright: new yearly
Cost: FREE
Available from: Your Regional Systems Director

Current Consumer & Lifestyles. Published 9 times a year. Features consumer and life skills issues, articles, and activities. Teacher's monthly guide and desk copy free.

Grades: 8-12
Cost: $5.95 per student per school year (minimum 15 subscriptions to one address)
Available from: General Learning Corporation
P.O. Box 3060
Northbrook, IL 60065-9931
(312) 564-4070 call collect

Financial Independence. Contains approximately 30 articles on small businesses.

Grades: 9-12
Reading level: 6th, 7th
Copyright: new yearly
Cost: FREE
Available from: The Mother Earth News, Inc.
80 Fifth Avenue
New York, NY 10011

Forecast. Published 7 times a year. Articles, teaching suggestions on a variety of topics.

Grades: Teacher Resource
Copyright Date: new yearly
Cost: $19.95 (as of 1989) - 1 year (7 issues)
Available from: Scholastic
FORECAST
PO Box 2039
Mahopac, NY 10541-9962

(PERIODICALS - Continued)

Illinois Teacher of Home Economics. Published 5 times a year. Articles, lesson plans, and teaching techniques on a variety of home economics topics.

Grades: 6-12 and Teacher Resource
Cost: $15.00 per year (as of 1989)
Available from: Illinois Teacher
University of Illinois, 352 Education Bldg.
1310 S. Sixth Street
Champaign, IL 61820
(217) 244-0820

Psychology Today. Published 10 times a year. Articles vary from month to month. Includes topics on personal, work, and family management.

Grades: Teacher Resource
Cost: $15.95 per year (as of 1989)
Available from: Psychology Today
Customer Service
P.O. Box 55046
Boulder, CO 80322-5046
(800) 525-0643

The Futurist. Published 6 times a year. National and international trends that influence the family, home, and workplace.

Grades: Teacher Resource
Cost: $25.00 per year (as of 1989)
Available from: World Future Society
4916 Saint Elmo Avenue
Bethesda, Maryland 20814
(301) 656-8274

What's New in Home Economics. Published 6 times a year. Serves as an educator's guide to professional development and techniques on a variety of subjects.

Grades: Teacher Resource
Cost: $29.00 per year (as of 1989)
Available from: What's New in Home Economics
401 North Broad Street
Philadelphia, PA 19108
(215) 238-5300

PROFESSIONAL ORGANIZATIONS

American Home Economics Association (AHEA)
2010 Massachusetts Ave., N.W.
Washington, D.C. 20036-1028
(800) 424-8080
(also have a variety of publications)
State association is Illinois Home Economics Association (IHEA).

American Vocational Association (AVA)
1410 King Street
Alexandria, VA 22314
(703) 683-3111
The Home Ec. teacher division of this organization is National Association of Vocational Home Economics Teachers (NAVHET).

Future Homemakers of America
National Headquarters
1910 Association Drive
Reston, Virginia 22091
(703) 476-4900

Home Economics Education Association (HEEA)
Cathie Leisher, Executive Secretary
5919 Westridge Ct.
Alexandria, Virginia 22310
(202) 822-7844

Illinois Consumer Education Association (ICEA)
Sherie Kertz, Membership Chairperson
Riverdale High School
Riverdale, IL 60627

IIlinois Council on Family Relations (ICFR)
Reginald Simon
601 Huntington Commons Road
Mount Prospect, IL 60056-5281

Illinois FHA/HERO
Norma Gill, Executive Secretary
R.R.4, Box 176
Bloomington, IL 61704
(309) 963-4694

Illinois Vocational Association (IVA)
230 Broadway - Suite 150
Springfield, IL 62701
(217) 544-0815
The Home Ec. teacher division of this organization is Illinois Vocational Home Economics Teachers Association (IVHETA).

TOLL FREE NUMBERS

CAREERS

Peace Corps/Vista	1-800-424-8580

HEALTHFUL LIFE STYLES

AIDS (Center for Disease Control)	1-800-342-AIDS
Anorexia Bulemia Treatment and Education Center	1-800-33-ABTEC
Bulemia Anorexia Self-Help	1-800-227-4785
Cancer Information Service	1-800-638-6694
Juvenile Diabetes Foundation	1-800-223-1138
V.D. Hot Line	1-800-227-8922

HUMAN DEVELOPMENT

PMS (Premenstrual Syndrome) Access	1-800-222-4767

LIFE SITUATIONS

Al-Anon Family Group Headquarters	1-800-356-9996
Alcoholism and Drug Addiction	1-800-382-4357
Childfind (missing children)	1-800-426-5678
Just Say No Kids Club (drug abuse)	1-800-258-2766
National Cocaine Hot Line	1-800-COC-AINE
National Hot Line for Missing Children	1-800-843-5678
National Runaway Switchboard	1-800-621-4000
National SIDS Foundation	1-800-221-SIDS
Operation Peace of Mind (message relay service from runaways to parents)	1-800-231-6946

(TOLL FREE NUMBERS - Continued)

MANAGEMENT

Consumer Product Safety Commission	1-800-638-2772
Federal Crime Insurance Hot Line	1-800-638-8780
Federal Election Commission	1-800-424-9530
Fair Housing and Equal Opportunity Hot Line	1-800-424-8590
Internal Revenue Service	1-800-424-1040
National Flood Insurance Hot Line	1-800-638-6580
National Highway Safety Administration (automobile recall)	1-800-424-9393
National Solar Heating and Cooling Information Center	1-800-523-2929

PARENTING

National Child Abuse Hot Line	1-800-422-4453
Parents Anonymous Hot Line (child abuse)	1-800-421-0353

APPENDIX I

Newsletter Articles

Copy of Article in

December IVHETA Newsletter

Update on Illinois Plan for Home Economics Education

In order to identify major concepts to be included in the conceptual framework document and the future home economics curriculum guide, a seventeen member committee composed of educators, business representatives, and state staff met on December 14, 1988. Deb Potts was the IHETA representative.

The major concepts identified by the group were: life span growth and development; parenting; application of technology for self, home, and the workplace; sexuality; value, goals; decision-making; ethical reasoning/thinking skills; coping with transitional skills, (stress management, change, independent learning); self-sufficiency/human environments; use of leisure time; relationships; basic skill reinforcement; enpowerment; consumerism, home and work safety; leadership; health care-wellness; preparation for total life cycle; risk taking; food management for your lifestyle and human environment (housing, day care, needs of a dysfunctional family). These concepts are being used as the basic areas of emphasis for curriculumn uniting.

Plan to attend the Illinois Plan session at the IVHETA Conference.

Copy of Article in Fall IHEA Newsletter

New Curriculum Project Funded

DAVTE has funded the Illinois plan for Home Economics Education. The basic objectives for this year include: developing draft copies of the conceptual framework (this will define Home Economics and describe basic home economics content), and outlines for the orientation and exploration levels. Six teaching units will be developed and two will be field tested by the end of the school year. A resource list of materials will be developed in the first draft stage by June 30.

Teachers will be informed of the progress through this newsletter and others. Thirty teachers will be invited to help with the development. At the time of this writing the teachers have not been selected. Their task will be to review and react to the conceptual framework and the content outlines as they are being written.

Those teachers who attended IVHETA were invited to participate in a survey and to volunteer their time and talent. Thank you for your cooperation.

Questions may be directed to Charlotte Carr or Diana Greene, Project Directors at Turner Hall, ISU, Normal, IL 61761. Phone (309) 438-2620.

Copy of Article in ISU Clinical Experiences Newsletter

ISU Home Economics Department Receives
Curriculum Grant

Dr. Charlotte Carr, Supervisor of Home Economics Student Teachers at ISU received a $115,000 grant from ISBE/DAVTE (Illinois State of Board of Education/Department of Adult Vocational Technical Education). The major purposes of the grant are to revise K-adult home economics curriculum, to develop resource lists for teachers, and to write a curriculum framework. The curriculum framework will describe the philosophy, content to be taught, and to show the relationship between home economics education and the state goals for learning.

Copy of Article in June Issue of the IVHETA Newsletter

Illinois Plan for Home Economics Update

The major printed materials that will result from the Illinois Plan are a conceptual framework document and a comprehensive curriculum guide. A conceptual framework describes Home Economics and explains the basic content included in the curriculum. This will be a short document that can be used to publicize Home Economics. The anticipated publication date will be during the 1990-91 school year. The anticipated publication date for the curriculum guide will be the following year.

Some of the issues being addressed in the developmental stages include:

1. An image that Home economics classes include "stitching and stewing" and the classes are only for the non-college bound.
2. Changes in society such as; teen-age pregnancy, balancing work and family responsibilities, and technological changes affecting individuals and families.
3. A change needed in curriculum to reflect the state goals for learning and sample learning objectives.
4. A changing educational climate that suggests that all students are college bound.
5. Methods of incorporating the task lists into the curriculum.

A mailing to all Home Economics teachers will be sent when school starts. Expect to find resource lists, a tool for marketing your program, and a brief evaluation form.

Plan to attend ~~the update session~~ session 16 at the August conference to learn more about the project. Sample copies of portions of the curriculum guide and the conceptual framework will be shared.

New Public Relations Material

A new Public Relations Guide for Home Economics teachers was written this school year by Marcy Parsons and Charlotte Carr. The project was funded by DAVTE (Department of Adult Vocational and Technical Education) as a part of Illinois State University's Vocational Plan. The guide will be introduced at IVHETA, see the program for the time and date. Copies will be distributed at these sessions.

BEST COPY AVAILABLE

APPENDIX J

Marketing Plan for Phase II

PUBLIC RELATIONS ACTIVITIES

FOR

PHASE TWO

OF THE

ILLINOIS PLAN FOR HOME ECONOMICS EDUCATION

1. In order to promote the eight topics identified as the basis for Home Economics Curriculum, the following activities are planned.

   - One completed copy of a bookmark containing the eight topics will be printed and mailed to all Home Economics teachers in the state of Illinois as a part of a packet to be mailed August 15.
   - A master copy of the bookmark and suggestions for using in local schools will be included in the mailing above.
   - The bookmark will be distributed to audiences throughout the year whenever presentations are made.
   - The bookmark will be included in mailings, especially to non-Home Economists. This will be sent from the project office to inform individuals about Home Economics.

2. At least four newsletter articles will be submitted to various newsletters. The purpose of the articles will be to provide progress reports, explain some of the anticipated changes in curriculum, and to make individuals aware of the value of Home Economics within the curriculum and to notify individuals how the finished products will be disseminated.

3. A major mailing to all Home Economics teachers in the state of Illinois is planned for August 15. The purpose of the mailing is to promote the Illinois Plan for Home Economics by mailing:

   - a copy of the Resource List compiled in Phase One. The intent is to show suggestions for instructional materials. The list identifies resources available at the Illinois Vocational Curriculum Center.
   - a copy of the Voc. Ed. Resources in Illinois. Printed at the bottom of the cover will be, "Printed by the Illinois Plan for Home Economics". Because this is a general resource, hopefully the Home Economics teacher will share it with other teachers in the school, and they will be aware that the Illinois Plan made it available.
   - a cover letter to explain that a curriculum and conceptual framework are in progress.
   - the bookmark and master as described in Number 1.

4. At least four presentations will be made at professional meetings including: IVHETA, IVA, the Mt. Vernon Conference, and the ISU Home Economics Update. Samples of materials in the developmental stages will be shared with the audience as a way of making people aware of the finished product to come. As the teachers are made aware of the Illinois Plan for Home Economics Education, hopefully, they will want to become involved and feel some ownership.

5. The thirty member Teacher Team will be involved in the marketing of this project by:

   - receiving with an attached note giving them permission to share the information mailed to them with other teachers, administrators, guidance personnel, and the community.
   - being involved in developing some suggestions for promoting the Illinois Plan in their local schools. This will include some brainstorming over the telephone with some of them to develop some workable promotional ideas that they can experiment with in their local schools that can be printed and shared with other teachers to promote the project if funds are available for Phase Three.

6. The Systems Directors will receive the mailing described in Number 3.

7. The IMC's will be informed about the program by receiving:

   - a copy of the mailing described in Number 3.
   - by receiving names of the Teacher Team members in their region should they wish to work with them.

APPENDIX K

Article Submitted to Vocational Education Journal

Vocational Home Economics Today

Results of a National Phone Survey

Dr. Charlotte Carr

Diana Greene

Directors of the Illinois Plan
for
Home Economics Education

Illinois State University
Turner Hall
Normal, IL 61761
(309) 438-2620

VOCATIONAL HOME ECONOMICS TODAY

RESULTS OF A NATIONAL PHONE SURVEY

One of the challenges in the development and revision of curriculum is to determine the current status of curriculum. More importantly is determining the future curriculum content. With these in mind, the directors of the Illinois Plan for Home Economics Education initiated this plan by phoning the state supervisors of Vocational Home Economics in the 50 states and the District of Columbia.

The phone survey was conducted during the months of September and October, 1988. Each of the supervisors was asked the following questions:

1. Is your state in the process or have you developed home economics curriculum within the last three years? If yes, briefly describe the curriculum content.
2. Do you have any research in your state to support the value of home economics at the junior and senior high levels?
3. What changes would you make in home economics curriculum to meet the needs of students in the year 2000?
4. How would you describe the "health" of home economics in your state?

The combined responses of the 51 state supervisors for each question are listed below.

Responses to Question 1: Is your state in the process or have you developed home economics curriculum within the last three years? If yes, briefly describe the content.

Forty state supervisors said their states were currently developing or had recently developed curriculum. **Eleven** state supervisors reported that they were not in the process of developing, and had not developed any new curriculum within the last three years (Fig. 1). These state supervisors volunteered that curriculum is usually developed in their states by colleges and/or universities, local school districts, individuals or assigned groups of teachers by the state department.

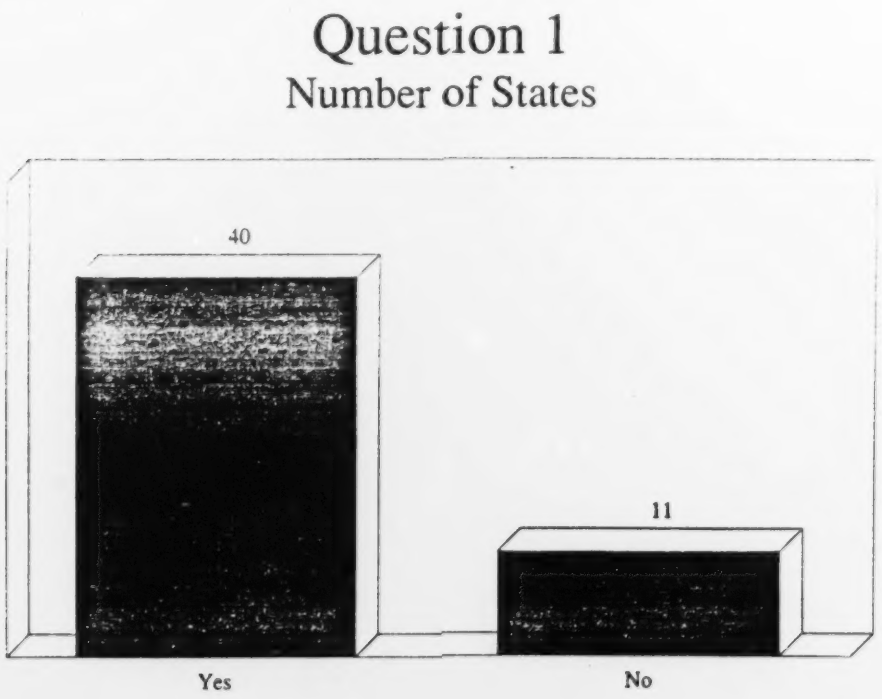


Fig. 1 Number of states responding to the question, "Is your state in the process or have you developed Home Economics curriculum within the last three years?"

Five state supervisors reported curriculum development for culinary arts/food service programs. **Three** states were in the process of writing or had written curriculum materials with a work and family focus. **Three** other states were developing or had developed critical thinking materials. **Two** states emphasized curriculum for latch key children and **two** other states emphasized family and individual health. Other curriculum topics included disaffected youth, focus on you, pregnant youth, family and community interdependence, critical living skills, and technology and the home.

Responses to Question 2: Do you have any research in your state to support the value of home economics at the junior and senior high levels?

Although **forty-one** state supervisors reported that there was no current research being conducted to support their programs, **ten** state supervisors reported that they had research projects (Fig. 2). Most states with completed curriculum research projects had published the results for local use only, however **two** states had articles pertaining to their research published in national publications.

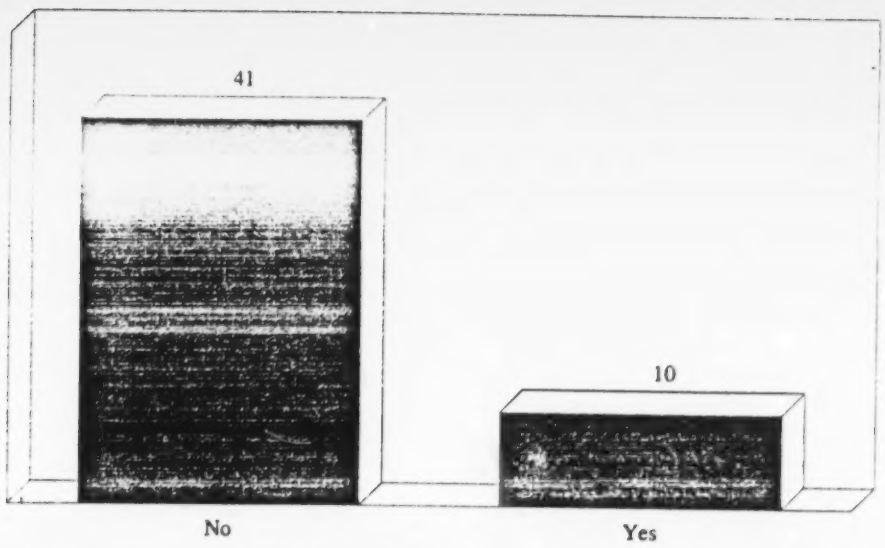


Fig. 2 Number of states responding to the question, "Do you have any research in your state to support the value of home economics?"

Current research themes reported included effectiveness of parenthood education, attitudes of home economics teachers and students, status needs effectiveness study, value of seventh and eighth grade home economics, and value of home economics and the gross national product.

The supervisors recommended that more research be conducted to support the values of home economics; therefore, it is hoped that the findings of the above research projects be published nationally. Sharing information will help to strengthen the discipline.

Responses to Question 3: What changes would you make in home economics curriculum to meet the needs of students in the year 2000?

Answers to this question were quite varied, but there was considerable agreement on some topics. Most of the state supervisors had more than one response. **Thirteen** supervisors suggested issues pertaining to the family and **eleven** recommended balancing of work and family. **Eight** responses each were reported for critical thinking and problem solving skills, and for developing a more scientific approach to foods and nutrition classes. **Two** states have changed class titles from Foods and Nutrition, to Nutrition and Foods, reflecting the scientific approach in these classes.

Five state supervisors reported a desire to incorporate academic basics, **five** individuals suggested more parenting, and **five** others were in favor of a comprehensive health education or wellness component in the home economics curriculum. **Four** responses were for curriculum to help students adapt to change. **Three** responses encouraged the incorporation of employability skills into the curriculum.

Other responses given to this question were: global awareness, AIDS, values/concepts, home based businesses, student maturity levels, societal issues, resource management, and the electronic cottage.

Responses to Question 4: How would you describe the "health" of home economics in your state?

Question 4
Number of States

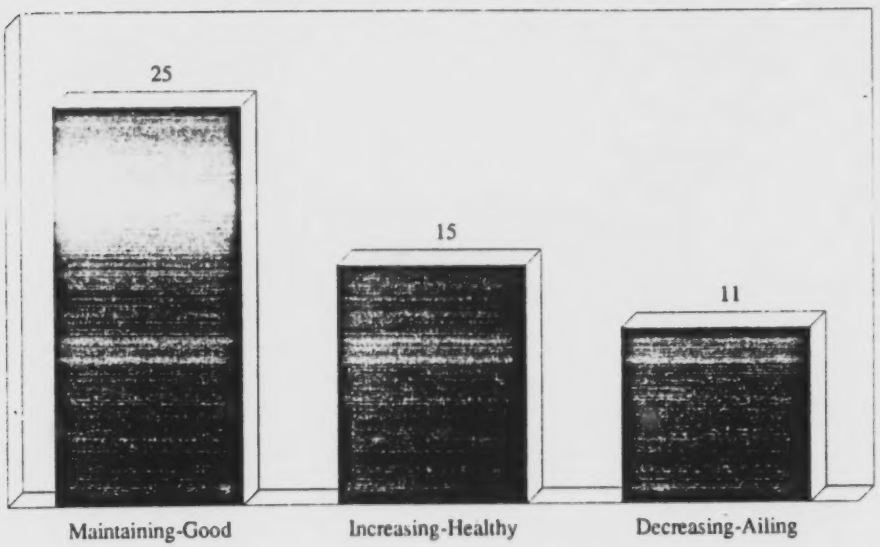


Fig. 3 Number of states responding to the question, "How would you describe the "health" of home economics in your state?"

Of the **fifteen** state supervisors reporting an increase in home economics enrollments several of them had comments which explained their growth (Fig. 3). Statements that were volunteered included: a former Home Economics teacher who had become a principal in a large district, strong programs had been able to add staff, the courses had been changed from one year to one semester, several new programs for home economics were requested, and new curriculum had been implemented.

One of the **fifteen** states reported that teacher education units had been actively recruiting which had helped the health of their home economics program. **Three** state supervisors said they were experiencing a teacher shortage. Others predicted a shortage in the next few years.

Twenty-five state supervisors reported that the program was maintaining itself. Their commments included: the role we play in AIDS education and sexuality is important, the percentage of the total enrollment is stable, strong teachers are doing fine, sewing is dead, receiving science and math credit for home economics classes has helped, more part time teachers has caused enrollment to stabilize, and offering semester courses is helpful in light of increased graduation requirements. Occupational programs were healthy, consumer and homemaking were not as healthy, teacher meetings in a region are helpful, and leadership skills make or break a program.

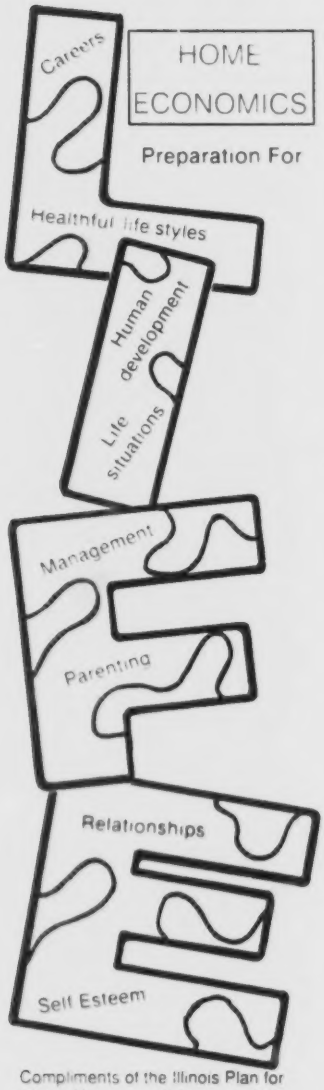
Eleven state supervisors reported a declining enrollment. Some of their comments included: much depends on the teachers, increased graduation requirements have hurt programs, and teachers are frustrated with legislated requirements including teacher evaluation and student testing. Poor economic conditions in the state, and school population has decreased; therefore, home economics enrollments have also declined.

The information gained from the survey of state supervisors will serve as a basis for examining existing curriculum in Illinois and for determining future curriculum goals.

The Illinois Plan for Home Economics Education is a project funded by the Illinois State Board of Education Department, of Adult Vocational and Technical Education. Dr. Charlotte Carr and Diana Greene, Illinois State University, Normal, Illinois are the Directors. The final results of this project will be to print a conceptual framework document and a comprehensive home economics curriculum guide within the next three years.

APPENDIX L

Sample Bookmark



Compliments of the Illinois Plan for
Home Economics Education 1989

APPENDIX M

Attendance at Professional Meetings

ATTENDANCE IHEA ILLINOIS PLAN FOR
HOME ECONOMICS EDUCATION
NOVEMBER 4, 1988

NAME	SCHOOL ADDRESS	PHONE #
Elnora H. Williams	1211 North Diamond Jacksonville, IL 62650	217-243-4384
Tena M. Matas	MacArthur High School 1155 N. Fairview Decatur, IL	217-424-3156
Lisa Kempthorne	626 N. Johnson, Apt. B WIU Macomb, IL	309-833-3101
Karen Schluter	602-700 Linden Lane WIU Macomb, IL	309-837-4223
Beth Trotter	Morris Community H.S. 1000 Union Street Morris, IL 60450	815-942-1294 Ext. 32
Lona Pillers	Fulton High School 1207-12 Street Fulton, IL 61252	815-589-3511
Louise Hollingsworth	2021 W. Hunt Street Chicago, IL 60620	312-445-2021
Ginny Carlson	1014 S. Main Lombard, IL 60148	312-627-9250
Derinda Krajefska	1409 Seventh Charleston, IL 61920	217-345-4759
Gail Geissler (student)	1111 S. Second, Apt. 12 Champaign, IL 61820	217-384-5980
Debra Brown (student)	921 Lincoln Ave. Charleston, IL 61920	217-345-7770
Cheryl Dobbbels	3131 Oak Park Ave. Berwyn, IL 60402	312-458-1152
Mildred Volungis	Seneca Cons. School #170 174 Oak Street Seneca, IL 61360	815-357-8744
Anne Kennedy	Morris Comm. High School 1000 Union Street Morris, IL 60450	815-942-1294

Pam Furrer	400 E. Wabash Rantoul, IL 61866	217-892-2115
Helen Bruce Winsor	Human & Family Resources Northern IL University DeKalb, IL 60115	815-753-6337
Elaine Goodwin	Human & Family Resources Northern IL University DeKalb, IL 60115	815-753-6344
Audrey A. Blobaum	Box 991 Byron High School Byron, IL 61010	815-234-5491
Helen M. Rasmussen	818 S. 6th Carrollton, IL 62016	217-942-9107
Janet Klein	Elgin High School 1200 Maroon Drive Elgin, IL 60120	312-888-5135
Margaret K. Nell	Astoria High School N. Jefferson Street Astoria, IL 61501	309-329-2156
Wilma Hurst	Romeoville High School 100 N. Independence Blvd. Romeoville, IL 60441	815-886-1800 Ext. 229 or Ext. 227
Jean Kasper	Humphrey Middle School 777 Falcon Ridgeway Bolingbrook, IL 60439	312-972-9240
Ileen Bunce	West View Middle School 390 Belmont Romeoville, IL 60441	815-886-6100
Kathy Finn	Ross Labs P.O. Box 1105 Marion, IL 62959	
Susan Funkhouser	190 Medical Sciences Bldg. 506 S. Mathews Urbana, IL 61801	217-244-0402
Janine Duncan	Urbana Jr. High 1201 S. Vine Street Urbana, IL 61801	217-384-3685
Jane French	300 E. Eldorado Decatur, IL 62523	217-424-3066

Joyce Wojciechowski	Lincoln Jr. H.S. LaSalle, IL 61301	815-223-0933
Nancy Moore	Taylorville Jr. High Taylorville, IL 62568	217-824-4924
Jan Thomas	Jacksonville High School 1211 N. Diamond Jacksonville, IL 62650	217-243-4384
Jacqueline Benjamon	Taylorville High School Taylorville, IL 62568	
Edythe G. Morray	E. St. Louis Sr. High 4901 State Street E. St. Louis, IL 62205	618-874-8100

ATTENDANCE IVA FEBRUARY 18, 1989

	NAME	
1.	Fran Traw	Triopa H.S.
2.	Lana Shear	Central of Clifton H.S.
3.	Lenore Hamilton	Naperville Central H.S.
4.	Ann Baughman	Monticello H.S.
5.	Ann Borelli	Bement H.S.
6.	Rita Leigh	Staunton H.S.
7.	Jeanne Uffmann	Joliet West H.S.
8.	Ruth Abell	Neoga Jr.-Sr. High School
9.	Willie Newenham	United Twp. H.S.-East Moline
10.	Sharon Jorandby	United Twp. H.S.-East Moline
11.	Sheleigh Wetthoft	Anna-Jonesboro H.S.
12.	Murna Hansemann	Streamwood H.S. (U-46)
13.	Ruth Hicks	ISBE/DAVTE
14.	Creta Schiermann	Martin Luther King Jr. H.S.
15.	Helen Franck	Rock Island H.S.
16.	Elaine Clark	Massac H.S.
17.	Deborah Potts	Naperville North H.S.
18.	E. Harriette Williams	Jacksonville H.S.
19.	Helen Bruce Winsor	Northern IL University
20.	Cindy Couch	Tazewell Cty. Area
21.	Jane Crossley	Hillcrest H.S.-Dist. #228

ATTENDANCE AT
DECATUR EDUCATIONAL CONFERENCE
MARCH 22, 1989

8:45 SESSION

NAME	SCHOOL
1. Susie Shackleton	Ill. Vocational Curriculum Center
2. Bonnie Wachater	Mt. Pulaski H. S.
3. Cinda Stocks	Blue Mound H. S.
4. Eleanor Kemmern	Warrensburg-Latham H. S.
5. Debbie Croy	Decatur MacArthur H. S. Student Teacher w/Tena Matas
6. Betty Moore	Kincaid H. S.

12:45 SESSION

1. Norma Clark	Forman H. S.
2. Linda Walker	Forman H. S.
3. Eileen Wagner	Unit #5
4. Jane French	Decatur Public School, DAVC
5. Tena Matas	Decatur MacArthur H. S.
6. Mildred White	Roosevelt - Decatur
7. Marsha Batthauer	Warrensburg Middle School
8. Judy Hantel	Mound/Roosevelt
9. Sondra Cummins	Anna Waters Head Start, Decatur

NIU - Home Economics Curriculum Class Presentation

Attendance - April 28, 1989

NAME	SCHOOL
1. Doris Tozzi	Thornton H.S., Harvey, IL
2. Denise L. Peryl	Hinsdale Jr. High, Hinsdale, IL
3. Irena Belos	Morton East H.S., Cicero, IL
4. Theresa Tippy	NIU - Graduate Student
5. Sue Pleshac	NIU - Graduate Student
6. Rho Tillman	Hadley Jr. High, Glen Ellyn, IL
7. Alan G. Strunc	Morton West H.S., Berwyn, IL
8. Dr. Helen Winsor	NIU

ATTENDANCE - UPDATE - June 15, 1989

1. Rosemary Martin
2. Judy Speers
3. Jane Mosbacher
4. Mary Davidson
5. Sarah M. Bowling
6. Meliada Hogan
7. Carol Forsyth
8. Suzanne Cannici
9. Hope E. Jorns
10. H. Moore
11. Mary Pat Zehr
12. Patti Griswold
13. Lavonne McGuire
14. Judith Petzing
15. Alice Allers
16. Lynne Sallfaki
17. Jane Hood
18. Mary Ruth Nealis
19. Mary Alice Huntoon
20. Gladys Olson
21. Carla Tonelli
22. Bernice Smith
23. Eugene Ericson
24. Karel E. Kirschner
25. Linda E. Schilling
26. Barbara Cox
27. Connie Komnick
28. Roberta Ausfahl
29. Irene Filler
30. Susan Parrent
31. Naddene Pilgrim
32. Pam Basham
33. Karen Keller
34. Norma Gill
35. Melody Sexton
36. Paulette Morrison
37. Marjorie Buhrow
38. Connie Farney
39. Jennea Shier
40. Agnes Gaspardo
41. Margie Delaney
42. Rose Harms
43. Phyllis Petka
44. Geraldine Rounds
45. Marie Higgins
46. Nancy Wickent
47. Margaret Rupert
48. Dianne Gilmore

APPENDIX N

Sample Materials Disseminated at Professional Meetings

HOME ECONOMICS EDUCATION

ILLINOIS PLAN FO

MATERIALS PREPARED FOR CONCEPTUAL FRAMEWORK COMMITTEE

Turner Hall Room 120
Illinois State University
Normal, IL 61761-6901

Equal Opportunity, Affirmative Action University

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DEFINITIONS

Home Economics stands for:

- the ideal home life for today unhampered by the traditions of the past
- the utilization of all resources of modern science to improve the home life
- the freedom of the home from the dominance of things and the subordinates to ideals
- the simplicity of material surroundings which will most free the spirit for the most important and permanent interest of home and society.

by Ellen H. Richards - founder of Home Economics

Home Economics is a field of knowledge and service concerned primarily with strengthening family life.

by American Home Economics Association

Consumer and Homemaking Education is based on the premise that one must develop the necessary understandings and skills to achieve quality in one's life. In work and living, persons communicating with others, utilize available materials and tools and determine ways to manage resources. Too often our behavior is contrary to what we know is best. We must develop attitudes to live intelligently, to contribute to the social-economic setting, to break barriers to individual well-being in both home and work.

Coalition statement: A Quest for Quality: Consumer and Homemaking Education in the 80's.

The problems with which home economics is concerned are problems of the family as a family.

Brown, M. (1980). What is Home Economics? University of Minnesota, Minneapolis, p. 56.

Knowledge required in home economics and education should enhance the making of value judgements of ends to be served, of means to use in reaching those ends and values of underlying existing goals and practices such knowledge includes not only depth of moral understandings but understanding the meaning and motives of persons as individuals in social-cultural-historical contexts: it also includes knowledge of casual explanation, relevant to the problems of concern, which provides a basis for technique or means to the ends justified as desirable.

Brown, M. (1980). What is Home Economics? University of Minnesota, Minneapolis, p. 29.

(DEFINITIONS OF HOME ECONOMICS - Continued)

The Hestian model (Hestia was a goddess preceding Christianity alluded to a Earth Mother, Earth Goddess, Mother Goddess) is one of day-to-day empowerment of the individual through the rituals of household activity.

As an integrated discipline, Home Economics examines the knowledge essential for tasks in everyday life and places it in an ethical and aesthetic context.

Thompson, Patricia. Home Economics and Feminism, The Hestian Synthesis. Home Economics Publishing Collective, 1988.

HOME ECONOMICS TEACHERS BELIEVE THAT:

Humanity has inherent value.
Human beings deserve to live with dignity.
Honest open interactions enhance communication.
Individual freedom is a worthy goal.
Individual actions should be analyzed regarding their impact on the totality of society.
Human intellect is a valuable resource for problem solving.
Technological advances affect the individual and the family.
The family is the prime agent for nurturing and socializing the human being.
Parenting education focuses on developing knowledge and skills identified as needed by effective parents in successful families.

Submitted by Rose Mary Carter, Advisory Council, Chairperson, Illinois Vocational Home Economics Teachers Association

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"Home Economics is defined as "The study of the laws, conditions, principles, and ideals which are concerned on the one hand with man's immediate physical environment and on the other with his nature as a social being, and is the study especially of the relationship between these two factors."

from: (Fourth Lake Placid Conference, 1902, and New Directions, 1975)

The overall goal of home economics is to improve the quality of life for individuals, families and other groups by helping learners acquired competencies and make decisions related to their physical environment, their own development and the development of others, and their relationships with others. Home Economics also applies, and therefore reinforces such things as math, science, communication and leadership.

from: New Mexico Junior High/Middle School Curriculum

(DEFINITIONS OF HOME ECONOMICS - Continued)

Home economics is concerned with provision of educational opportunities that enable young people to prepare for work in the family enterprise and to explore and prepare for jobs that originate from the family enterprise. Therefore, home economics programs have two components.

The home component concerns preparation for work in the family enterprise.

The job component concerns entry-level jobs, advancement in related jobs, and advanced education in postsecondary vocational or university settings.

FROM: Staaland, T. Elaine. (1987). A Guide to Curriculum Planning in Home Economics, Wisconsin Department of Public Instruction, p. 2.

MISSION OF HOME ECONOMICS EDUCATION

The mission of the home economics education program is to give students opportunities to gain competence in the work of the family. Program goals and instructional activities are designed to help students develop this competence. Both the home component and the job component of the home economics program serve this mission.

Gaining competence in the work of the family involves

- consideration of the reciprocal roles of the family and the workplace in development of the individual and society;
- development of skill in selecting and using processes appropriate for various decisions and action;
- development of creativity in gathering, organizing, and using information; and
- development of group participation skills.

FROM: Staaland, T. Elaine. (1987). Mission of Home Economics Education. A Guide to Curriculum Planning in Home Economics, Wisconsin Department of Public Instruction, p. 5.

- . . .home economics is the only subject area within the school curriculum that has as its mission the improvement of the quality of individual and family well-being from a unique, family-focused approach.

FROM: Southers, Chris. (1988). I. T., Vol. XXXI, No. 4, p. 158.

Trends and Issues

Affecting

Home Economics Education

Brief Summaries of Readings

Compiled

by

The Illinois Plan for Home Economics Education

Directors

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Normal, IL 61761

Fall 1988

TRENDS AND ISSUES AFFECTING HOME ECONOMICS

ADOLESCENCE

Teenagers' Problems

Every 31 seconds, a teenager becomes pregnant.

Every 2 minutes a teen gives birth.

Every 78 seconds an adolescent attempts suicide.

Every 20 minutes an adolescent is killed in an accident.

Every 1 1/2 hours, roughly, one teen is murdered and another commits suicide.

At present rates, 40 percent of today's teens will be pregnant--the U. S. has the highest teen pregnancy and abortion rates in the developed world.

By age 18, 1 in 4 girls and 1 in 10 boys are sexually abused.

By age 18, 1 in 8 teens will run away from home at least once.

At present rates, by 1991 there will be more AIDS deaths each year than traffic deaths.

The majority of our nation's poor are children; 1 in 4 under age 6 is poor, thanks to divorce, an abysmal child support enforcement system and sweeping federal cuts.

One million teens drop out of high school; we have not made progress in this 25 percent dropout rate in 30 years. In the inner cities and among Hispanics the dropout rate is between 50-80 percent.

Even among our graduates, only a minority can get their ideas across to others analytically and persuasively; many more are only marginally literate.

Progress on reducing infant mortality has stopped; in 1955 we were 6th among developed nations--in 1985 we were last.

Child abuse and neglect is so rampant that from New York City to Anchorage, social workers around the country are handling 2-3 times the maximum number of cases for adequate care.

More than 22 million preteens with working mothers need child care, but just 6 million get it and the numbers in need are growing.

What young people need--today and even more certainly tomorrow--is education that helps them think well and communicate clearly.

(ADOLESCENCE - Continued)

At present rates, by the year 2000 single parent and blended families will be the predominant families.

FROM: Scales, P. (1988, Fall). Helping Adolescents Create Their Futures. Family Life Educator, p. 4.

Coping Skills Needed By Teenagers

To live well in this complex emerging future, young people must be able to:

ask good questions and evaluate information;

identify consequences, options and priorities;

make judgments, distinctions and decisions;

have and share opinions and know what they stand for;

understand one's own values and heritage;

see things from other people's vantage points, and appreciate other family, cultural and religious traditions;

negotiate, communicate, compromise and reach settlement in a variety of settings.

All young people, but especially our most vulnerable, need to learn that one of the best ways to help yourself is to help someone less fortunate.

Teens already decide where to spend $40 billion of their families' money and $30 billion of their own each year.

A 1986 national poll found that 60 percent of adults think teenagers are "less socially responsible" than the teenagers of earlier generations.

In Anchorage and elsewhere, teens work in a program called "PhoneFriend," providing telephone companionship to gradeschoolers home alone after school. "Natural Helpers" programs are proliferating from Idaho to Georgia.

FROM: Scales, P. (1988, Fall). Helping Adolescents Create Their Futures. Family Life Educator, p. 4.

(ADOLESCENCE - Continued)

Teen Pregnancy

In 1984, every hour of everyday, 20 girls, age 17 and younger, had babies. Only 3 in 10 were married.

Harris Poll says, teens themselves said that education should include how a pregnancy too soon can ruin your life.

Low achievement in the early years of school and low parental education are two very powerful predictors of subsequent early parenthood.

Motivation to better oneself seems to be the key, making sure that all children have strong basic skills in their early years is one necessary step toward preventing teen pregnancy.

Solid academic skills, young people must have decision-making skills, and must learn to plan for their future, to think beyond the present day and week.

The National Academy of Science recommends that sex education be continued in the schools and that it include information on methods of contraceptives, how to obtain them and how to use them.

> FROM: Newcomer, S. (1987, Spring). Teen Pregnancy: Not Simply a Result of Adolescent Ignorance. Educational Horizons, pp. 114-117.

There has been a 300% increase in teen suicide in the past 30 years.

"A little over a century or so ago, at puberty a child turned into a young man or woman ready to take on the rights and responsibilities of a full fledged human being. Now we have adolescence between childhood and adulthood as a kind of temporal warehouse or greenhouse in which young people are parked until needed." Waiting for maturity is frustrating.

The average teen spends about 12 hours a week with parents, mostly at mealtimes and watching television. Fifty-two hours of the teen's week is spent with peers and friends.

The average teenager spends 10 minutes a day alone with their fathers.

Teens' attitudes are positive when with their friends and average with their family. Alone, almost every teenager crashes into feelings of loneliness, depression, and sometimes despair. It takes years to tolerate being alone. Only when we are alone do we have the concentration necessary to learn the disciplined skills that society requires.

(ADOLESCENCE - Continued)

Teenagers, unable to get a full sense of participation in reality from legitimate options available to them, enjoy activities that cause harm to others. Vandalism, theft, etc. are desperate attempts on the part of young people to find challenges suited to their limited skills. For some teens sexuality is their most powerful skill.

Motherhood is one of the skills that evolution has built into the genetic heritage, so many young women feeling frustrated by demands she feels incapable of meeting, will semi-consciously opt for motherhood as a means of showing her effectiveness to herself and others.

The solution is to treat adolsecents like what they are, fully formed persons who should be responsible for their own lives and who should have access to meaningful experiences.

FROM: Czikszentmihalyi, M. (1987, Spring). The Pressure World of the Adolescent. Educational Horizons, pp. 103-105.

It is estimated that 45 percent of pregnant teens choose abortion. The majority who give birth intend to rear the child at least for a time as a single parent.

FROM: Children Having Children. (1985, Dec. 9). Time.

The long-term consequences of unplanned teenage pregnancy include lowered education achievement or drop-out.

FROM: Cantrarow, E. (1985, Feb. 5). Children Who Have Babies. Woman's Day, pp. 100-101.

Recent data indicate that teenage childbearing costs the nation over 16 billion dollars in 1985 in payments for Aid to Families with Dependent Children, Medicaid, and food stamps.

FROM: Teenage Births Costly. (1986, Feb. 19). Times-Picayune/The States Item, New Orleans.

Miller reports that infants born to adolescent mothers are likely to be the victims of child abuse and neglect.

FROM: Miller, E., & Miller, K. Adolescent Pregnancy: A Model for Intervention. The Personnel and Guidance Journal, (1983, Sept.).

(ADOLESCENCE - Continued)

If pregnancy occurs before gynecologic maturity is achieved, spatial problems often arise and the additional nutrient demands of pregnancy may jeopardize the teenagers' growth potential and increase her risk in pregnancy.

The risk of maternal death is 60 percent higher for the pregnant teenager under 15 years of age compared to women in their early twenties.

FROM: Carey, W.B., McCann-Sanford, T., & Davidson, E. Adolescent Age and Obstetric Risk. Seminars in Perinatology, (1981, January).

Adolescent parenthood is a problem because we no longer live in an America in which 18 or 19 year old men can earn enough to support a family, and because we have never had an America in which the average single woman with children could earn a decent wage at any age. In 1970 three teen births out of ten were to single mothers. In 1983, this number had increased to more than five out of ten.

Many of these teens lack a key ingredient in pregnancy prevention: compelling reasons to delay parenthood.

In a country where one's worth is judged primarily in three arenas,--school, work, and family,--it should not be surprising that youths who face failure in the first two might consciously or unconsciously seek reinforcement of their self-worth in the third.

FROM: Pihmon, K. (1986, May/June). Teen Parents: The Crisis and Challenge of Vocational Education. Workplace Education, p. 8.

Adolescent alienation is a major problem of contemporary society, yet the problem is not taken seriously.

FROM: Mackey, J., & Alghren, A. (1977). Dimensions of Adolescent Alienation. Applied Psychological Measurement, pp. 219-232.

The sociopsychological approach documents deviant behavior as a way of demonstrating its relationship to alienation. Adolescent problems such as suicide, drug and alcohol abuse, sexual promiscuity, homicide and declining education scores are than placed in an alienation context.

FROM: Wynne, E. (1978, January). Behind the Discipline Problem: Youth Suicide as a Measure of Alienation. Phi Delta Kappan, pp. 307-315.

According to some psychologists, these behaviors have their origins in the family.

Contemporary families have become disorganized and as a result have disintegrated. This sense of disorganization and disintegration is generated by external forces such as economic and social pressures. Thus, families unwittingly nurture an environment that is conducive to the growth of alienation. Children and adolescents who are raised in this unstable environment frequently respond by rebelling or withdrawing from society.

FROM: Bronfenbrenner, U. (1986). The Four Worlds of Childhood. Phi Delta Kappan, pp. 430-436.

This sense of alienation is carried by the adolescent to the school, and the school's response often reinforces the decision to withdraw or rebel.

FROM: Calabrese, Raymond L. (1987, Winter). Adolescence: A Growth Period Conducive to Alienation. Adolescence, pp. 929-937.

Segregation of adolescents results from the school's and society's desire to maintain high levels of control which are intentionally and unintentionally operationalized.

It is little wonder that many adolescents seek economic freedom by opting to work after school rather than participating in school activities.

FROM: Polk, K. (1984). The New Marginal Youth. Crime and Delinquency, pp. 462-480.

The attempt to control adolescents through various forms of segregation is frequently defended as an educational goal. Segregation takes three forms. One form is in segregation from adults, which has been exagerated by the rise and mobility of the nuclear family. Withdrawal of the nuclear family into itself denies family members access to support network offered by extended families and close-knit communities.

The second and third forms of adolescent segregation involve separation of adolescents from their peers. Students are segregated from each other through the use of age criteria as the basis for promotion and grade organization. Thus, students lose the value of identification with older role models and service to younger

students. The third form of segregation separates by intellectual ability; for example, through grouping on the basis of ability. This leads students to mistrust each other and to the establishment of a caste system. This caste system reinforces societal, neighborhood, and economic patterns.

FROM: Gullotta, T. (1983). Early Adolescence, Alienation and Education. Theory Into Practice, pp. 151-154.

Contemporary adolescents have had to learn to cope with a pace of life that is far different from that of their parents or grandparents. Their pace of life is accelerated by schools, counselors, and family who pressure young people into making major life decisions.

FROM: Calabrese, Raymond L. (1987, Winter). Adolescence: A Growth Period Conducive to Alienation. Adolescence, pp. 929-937.

According to the National Center for Health Statistics, the percentage of low birthweights is significantly higher for the young teenager.

FROM: Advance Report of Final Natality Statistics, 1984. Monthly Vital Statistics Report, Hyattsville, MD:National Center for Health Statistics, July 1986.

Alcohol caused problems:

Offspring of alcoholics run a biological risk of alcoholism four times greater than children of non-alcoholic parents.

Teens become addicted to drug alcohol more quickly than adults.

Youths from dysfunctional families are more likely to use alcohol and other drugs.

Males are more likely to than females to use alcohol and other drugs (but females smoke cigarettes more).

Teens who have a circle of friends who drink or use other drugs are likey to do the same.

Over 55% of the fatal car crashes among drivers 20 years old or younger are alcohol related.

FROM: Brown University Child Behavior and Development Letter

(ADOLESCENCE - Continued)

Alcohol Use Among Youth

An average child will see 75 thousand drinking scenes on television before reaching legal drinking age.

Alcohol is a major factor in about 15% of all health core expenditures, 30% to 40% of hospital admissions.

Nearly 100 thousand people die of alcohol-related causes every year.

Fetal alcohol syndrome is the third leading cause of birth defects with accompanying mental retardation.

Chronic brain injury caused by alcohol is second only to Alzheimer's disease as a known cause of mental deterioration in adults.

Drinking now begins at age 12, a year or more younger than in 1940's and 1950's.

11% of the 7-12 graders in a New York State Survey reported themselves as "hooked" on alcohol.

A 1985 survey found that 92% of college freshmen use alcohol.

The Weekly Reader survey of over 500 thousand school children nation wide found 30% of fourth graders reporting children of their own age pressuring others to drink beer, wine or liquor.

FROM: Roth, P. (1987, Spring). Alcohol Use Among Youth. Educational Horizons, p. 121.

EDUCATIONAL TRENDS

Eighty-five percent of the information on National Institutes of Health computers is upgraded every five years.

The rapidly changing job market, along with the changing requirements of new technologies, will necessitate increased training across the board. Up to 4% of the labor force will be in job retraining programs by the 1990s.

Because of fundamental changes in the economy, there will be fewer and fewer well-paying jobs not requiring advanced training.

Schools will be used to train both children and adults. The academic day will be lengthened to seven hours for children; adults will work 32-hour workweek and prepare for their next job in the remaining hours.

(EDUCATIONAL TRENDS - Continued)

More businesses will be involved in schools, job-training programs, and community source programs. The investment of corporations in employee education and retraining--now some $80 billion a year--will double by 2001. And the Job Training Partnership Act allows greater communication between those who need jobs and those who need workers by calling on private business to help direct the training of unemployed workers.

Two-year colleges and associate degrees will grow.

The learning environment will not be as important in the future. Individuals will learn more on their own, the "places" of learning will be more dispersed, and the age at which things are learned will depend on the individual, not on tradition.

Students will adopt the "scholarship" mode of learning: They will learn by consulting books, journals, etc., as professors and Ph.D. candidates do today.

FROM: Cetron Marvin J., Rocha, Wanda, & Luckins, Rebecca. (1988, July-August). Long-Term Trends Affecting the United States. The Futurist, pp. 33-34.

32% of those interviewed said use of drugs by students was the biggest problem the school and community must face.

9% of those interviewed said they had a great deal of confidence that schools were dealing with drug abuse, 35% said schools were not dealing very much with the problem.

10% of those interviewed said they had great deal of confidence that schools were dealing with alcohol abuse, 34% said schools were not dealing very much with the problem.

5% of those interviewed said they had a great deal of confidence that the public schools were dealing with teenage pregnancy. 36% said schools were not dealing very much with the problem.

10% of those interviewed said they had a great deal of confidence that the public schools were dealing with AIDS education. 27% said schools were not dealing very well with the problem.

70% if those interviewed were in favor of having public schools offer before and after school programs for latch-key children. 23% were opposed. 49% said parents should pay for the program. 34% said school taxes should pay.

FROM: The 20th Annual Gallop Poll on the Publics' Attitudes Toward Public Schools.

FAMILY ISSUES

Children

The average cost of raising a child from birth to age 18 in 1987 was $101,275 in the Northeast, $104,564 in the South, $95,933 in the Midwest and $106,784 in the West.

FROM: United States Department of Agriculture

The average child born in 1986 will live to be 74.9 years old (average male--71.5 years old; average female--78.5 years old).

There is an intensifying movement toward overprotecting children from the outside world and the consequences of their acts.

FROM: Cetron Marvin J., Rocha, Wanda, & Luckins, Rebecca. (1988, July-August). Long-Term Trends Affecting the United States. The Futurist, p. 39.

Elderly

The 1982 median age of 31 years is expected to increase to 36 years by the year 2000.

FROM: Morrison, M. M. (1983, May). The Aging of the U.S. Population: Human Resource Implications. Monthly Labor Review, pp. 13-19.

For many retirees adequate economic resources are a problem. On average, persons 65 and older have less income than those under 65. In 1984, the median income of families headed by two persons 65 or older was $18,236, compared with $29,292 for families headed by persons 25 to 64.

FROM: U.S. Senate Special Committee on Aging. (1985). Aging America: Trends and Projections. Washington, DC: U.S. Department of Health and Human Services.

The majority of adults will be older and many of the middle-aged and young-old (65-74) will be responsible for elderly parents or relatives.

Consequently, the need for social services to meet the needs of the elderly will increase.

FROM: Engelbrecht, J. (1988, Spring). Work/Family Interactions: Trends and Applications. Journal of Home Economics, p. 25.

(FAMILY ISSUES - Continued)

Five thousand Americans reach the age of 65 everyday, according to the U.S. Census Bureau. By 2030, more than 20% of all Americans will be 65 or older. This may mean:

U.S. productivity should improve as older workers have more job stability;

less crime, the peak age for burglary and auto theft is 16, violent crime 18, and murder 20;

U.S. highways safer, older drivers have fewer accidents;

reduction in demand for new houses and other household items;

more difficulty for younger professionals to get ahead, as older members work longer;

caring for the elderly will continue as one of America's fastest growing new industries;

Americans over 50 years old make up 25% of the population but account for 77% of the nation's wealth and nearly 50% of its discretionary spending;

Today there are three workers for every retiree, by 2020 there will be only two.

FROM: Henderson, C. (1988, March, April). Old Glory America Comes of Age. The Futurist, p. 36.

Income

One in seven Americans is poor today, compared with one in five in 1960. If income from food stamps and government housing subsidies enters into the calculation, then only one in 10 Americans is poor today.

Blacks have suffered disproportionately from poverty in the past. They have made considerable progress over the years, leaving the ranks of the poor and joining the ranks of the middle class (33% of black families are middle class today vs. 13% in 1960).

The median income for all U.S. families was $29,460 in 1987, well within the accepted bounds of the middle class ($25,000-$50,000). This represents a 50% increase (after inflation) over 1960.

According to the Census Bureau, more families departing the middle class are moving up rather than down; families with $50,000 or more in annual income increased from 13% of the population in 1970 to 18.3% in 1985.

(FAMILY ISSUES - Continued)

Income is buying more than in the past. The average U.S. citizen has twice the buying power today as in 1952.

FROM: Cetron Marvin J., Rocha, Wanda, & Luckins, Rebecca. (1988, July-August). Long-Term Trends Affecting the United States. The Futurist, p. 30.

Families used their main checking account for a smaller percentage of their total spending in 1986 than they did in 1984.

About one-half of the families surveyed, reported maintaining a higher balance than they otherwise would have to avoid or reduce bank fees and service charges.

FROM: Family Economics Review, (1988, No., 1). p. 7.

Influences on the Individual & Family

What we see and hear is a leveling influence--we see the same movies and TV programs.

Schools teach essentially the same thing across the country.

Intermarriages tend to mix cultures ethnically and geographically.

U.S. citizens will travel more (9% per year increase in common-carrier passenger miles for all modes from 1981 to 1985). This is due in part to better roads (especially the interstate system), more accommodations, more leisure time, and greater affluence.

Between 1980 and 1985, 41.7% of the U.S. population moved.

Occupation mobility will increase as more people retrain for new careers.

Job mobility, i.e., changing location or firm but doing the same work, will increase.

FROM: Cetron Marvin J., Rocha, Wanda, & Luckins, Rebecca. (1988, July-August). Long-Term Trends Affecting the United States. The Futurist, pp. 30-31.

58% of all households in 1985 were married couple - families, compared with 69% in 1970.

28% of all households contain married couples with children, compared with 40% in 1970. A growing portion of these families consists of blended families (step families).

(FAMILY ISSUES - Continued)

11.7% of all households were maintained by a woman with no husband present, up from 8.7% in 1970.

In 1984, 20% of white children and 59% of black children lived in single-parent families, compared with 1970 figures of 10% and 36%.

People are marrying later. In 1985, the median age at first marriage was 25.5 years for men and 23.3 years for women, up from 23.2 years and 20.8 years in 1970.

Women are delaying childbirth. For example, the proportion of women who are childless at ages 25-34 has doubled during the last decades.

Currently, more than 20% of all births are to unmarried mothers.

Divorced persons now represent 9% of the U.S. population, up from 4% in 1970.

Over 8 million aged Americans lived alone in 1985, 85% of the older people living alone were women.

In 1982 approximately 2.2 million caregivers provided up paid assistance to 1.2 million non-institutionalized elderly disabled persons.

Caregivers are predominately female and three quarters of them live with the care recipient.

FROM: Family Service America - a private non-profit voluntary family service

Seventy percent of U.S. homes will have computers in 2001, compared with 18% today; more than three-fourths will be equipped to permit communication via a network.

Child-care facilities/services will grow rapidly.

An increasing volume of work will be done at home.

Most families will need income from both spouses.

Females made up 31.4% of the labor force in 1950; that number had grown to 54.7%. The Bureau of Labor Statistics projects that number will grow to 55.5% by 1990 and 59.9% by the year 2000.

Life expectancy is increasing.

The mandatory retirement age will rise to 70 by 2000.

The old "family" ethic has evolved into "me" ethic.

(FAMILY ISSUES - Continued)

The old idea was to conform, to blend in with the group. This is giving way, especially among minorities, to pride in cultural heritage and a general acceptance of differences in all aspects of society.

More, smaller medical outlets (surgi-centers, Doc-in-the-Boxes, etc.) will make high quality medical services available at the local level and for less cost.

Personal wellness, prevention, and self-help will be the watchwords for a more health-conscious population. Interest in participant sports, exercise equipment, home gyms, and employee fitness programs will create mini-boom industries.

Look for more services/accommodation for the deaf, blind, disabled, poor, infirm, and aged.

Consumer information (e.g., unit pricing, content labels, etc.) will proliferate via packaging, TV, and special studies and reports.

Interactive cable television will allow electronic shopping and electronic banking from home.

With a wealth of information, consumers will become smarter buyers, changing purchasing and consumption patterns.

Both spouses working plus a smaller tax bite mean more disposable income to spend on leisure activities.

FROM: Cetron Marvin J., Rocha, Wanda, & Luckins, Rebecca. (1988, July-August). Long-Term Trends Affecting the United States. The Futurist, pp. 34-39.

FOOD AND NUTRITION TRENDS

About 15% of the dollars that Americans spend on food is for take out foods, about 19% is spent on restaurant food, and the remaining 66% of people's food dollars is spent on home prepared food.

FROM: FMI and Campbell's Study, "Shopping a la cart: The Changing Environment of the Take-out Food Market".

Women are overly concerned about weight control and use inappropriate means to deal with the issue. They eat too little food, go through repeated fasting and famine states, or simply eat "unbalanced" diets. They, therefore, have the worst nutrient intake (on average) of all the population groups.

FROM: The Changing American Diet? (1987, November 14). Telenet Research Update handout.

(FOOD AND NUTRITION TRENDS - Continued)

Family Food Happenings

Parents are buying more convenience foods and teaching their children less about cooking.

Families are moving away from three planned meals a day in favor of five to six snacks.

Child prepare what few meals the families have together in many single-parent households, therefore, basic skills need to be taught earlier.

FROM: Nutrition Illiterates. (1987, May-June). The Futurist, p. 52.

People Eating Out

About 42% out of every food dollar in the United States is now spent away from home.

The average working woman will make 26 more restaurant visits a year than a housewife.

Single people account for 25% of restaurant sales. One reason is that it is generally cheaper in terms of labor and energy for single people to eat out.

FROM: More People Eat out (1986, May, June). The Futurist, pg. 60.

HOUSING

Young adults are living longer in their parents' home and they are moving back into their parents' home at a higher rate than ever before. In 1983, 59% of the young adults (ages 18-24) lived with their parents.

FROM: Heer, D. M., Hodge, R. W., & Felson, M. (1985). The Cluttered Nest: Evidence that young adults are most likely to live at home now than in the recent past. Sociology and Social Research, 69 (3), pp. 436-441.

(HOUSING - Continued)

Housing Curriculum

Housing was being taught in 4% of the home economics classes, 29% of the offerings was spent on sewing/clothing and 27% of the offering was spent in cooking and foods, in a survey conducted in 190 home economics classes in 40 high schools by Hazel Spitze in 1985.

> FROM: Spitze, H. T. (1985). Observations in Forty High Schools: Is Our Nation at Risk? Journal of Home Economics, 77 (3) pp. 7-11.

Housing Expenditures

Since the sixties, housing has represented the largest share of the American consumer's budget. The proportion of total expenditures spent on housing has increased steadily from 26.% in 1950 to 33% in 1983.

Part of the increase in housing expenditures can be attributed to higher mortgage rates.

Also, the price of single-family homes more than doubled during this 10-year period.

Dollars spent for total housing, utilities, and household operations doubled or more than doubled between 1973 and 1983. The housing component with the largest percentage increase was fuel and other utilities.

Single parents with children spent the least for household maintenance and lodging away from home, but they spent the highest amount for rent. Of single parents living with children, two-thirds of mothers were renters compared with only one-third of fathers.

The lowest priced existing homes for the past three years was in the Midwest.

The majority of households (56%) lived in homes having between five and seven rooms.

The 1983 AHS results indicate a net increase in the number of housing units of approximately 23% between 1973 and 1983. At the same time, the U.S. population increased 11%. This indicates a trend toward fewer persons per housing unit.

At present, however, fewer than 4% of all U.S. households exceed the 1.0 person per room standard.

(HOUSING - Continued)

Large increases in mortgage interest rates and in the cost of utilities account for much of the increase in expenditures for housing between 1973 and 1983.

FROM: Family Economics Review, (1988, No. 1). pp. 1-6.

WORK AND TECHNOLOGY

Jobs

The U.S. Department of Labor predicts that, during the next decade, 90% of new jobs will be in lower paying service industries such as restaurants, hotels, grocery stores, and fast food chains.

FROM: Job Stores. (1987, March-April). The Futurist, p. 50.

The service sector has shown steady growth as a portion of the labor force. In 1984, it accounted for 72.2% of the labor force; the Bureau of Labor Statistics expects that number to rise to 73.5% by 1990 and 74.4% by 1995. We estimate that the service sector will acount for 88% of the work force by the year 2000.

One out of every 10 people in the United States will be working for the hospitality industry by the year 2000.

FROM: Cetron, Marvin, J., Rocha, Wanda, & Luckins, Rebecca. (1988, July-August). Long-Term Trends Affecting the United States. The Futurist, pp. 34, 38.

The average hourly wage in these types of service positions is currently 11 percent lower than in manufacturing. As people move into service jobs, their incomes will decline.

FROM: Silvestri, G.T., Lukasiewicz, J.M., & Einstein, M.E. (1983, November). Occupational Employment Projects through 1995. Monthly Labor Review, pp. 37-49.

The workforce will grow slowly, becoming older, more female, and more disadvantaged. Only 15 percent of the new entrants to the labor force over the next 13 years will be native white males, compared to 47 percent in that category today.

The new jobs in service industries will demand much higher skill levels than the jobs of today. Very few new jobs will be created for those who cannot read, follow directions, and use mathematics.

Ironically, the demographic trends in the workforce, coupled with the higher skill requirements of the economy, will lead to both higher and lower unemployment: more joblessness among the least-skilled and less among the most educationally advantaged.

Prosperity will depend much more on how fast output per worker increases in health care, education, retailing, government, and other services than on gains in manufacturing.

As the averasge age of American workers climbs toward 40, the nation must insure that its workforce and its institutions do not lose their adapatability and willingness to learn.

Three-fifths of all women over age 16 will be at work in the year 2000. Yet most current policies and institutions covering pay, fringe benefits, time away from work, pensions, welfare, and other issues were designed for a society in which men worked and women stayed at home.

The shrinking numbers of young people, the rapid pace of industrial change, and the ever-rising skill requirements of the emerging economy make the task of fully utilizing minority workers particularly urgent between now and 2000. Both cultural changes and education and training investments will be needed to create real equal employment opportunity.

As the economy grows more complex and more dependent on human capital, the standards set by the American education system must be raised.

FROM: Johnston, William. Workforce 2000, Hudson Institute, Indianapolis, Indiana.

The ten jobs expected to have the greatest increase in numbers of workers through 1995 include:

Cashiers
Registered nurses
Janitors and cleaners
Truck drivers
Waiters and waitresses
Wholesale trade sales workers
Nursing aides, orderlies, attendants
Retail salespersons
Accountants and auditors
Kindergarten and elementary teachers

FROM: The Fake Paradise of a Services Economy. (1986, March). Business Week, p. 80.

Since many of these adults will have less disposable income, a large proportion of their income will probably be spent on necessities.

These kinds of employment activities may well be less personally satisfying, workers may need to look to other areas of their lives for fulfillment and satisfaction.

Many adult workers may need to spend more hours at work to earn enough money to cover the necessities.

FROM: Engelbrecht, J. (1988, Spring). Work/Family Interactions: Trends and Applications. Journal of Home Economics, p. 24.

Work and Family

The Separate Sphere Model sees family and work as distinctive systems with the family as a domestic haven for women and work as a public arena for men.

This model tends to reduce women's contribution to the well-being of society and men's to the well-being of the family. It seems to support minimal direct public control over family or work. It also has perpetuated male dominance and female subordination and thus reinforced the exploitation of women. It shifts the attention of social scientists, educators, policymakers, and practitioners from examination of the relationship among social institutions to study of the institutions themselves.

The Spillover Effects Model indicates system dominance in that the work system has a greater impact on the family system and on the personality system of the individual, simply because society gives a greater value to paid productive activities outside of the family than to reproductive and domestic activities inside the home.

For men, work and family are seen as complementary, in that work provides for their material needs and family for their emotional needs. Because family takes precedence over work for women, women's employment is assumed to have negative effects on children, marital stability, and family life. However, recent research generally reveals that women's employment typically has more positive effects than negative ones on themselves, their children, and their marriages.

The Spillover Effects Model shifts the attention of social scientists, educators, policymakers, practitioners, and the general public from the effects of social institutions on each other to the effects of family members on each other, ignoring the social and political consequences of the context in which family and work are located.

(WORK AND TECHNOLOGY - Continued)

The Interactive Model recognizes the mutual interdependence between family and work, taking into account the reciprocal influences of work and family and acknowledging their independent as well as their joint effects, directly and indirectly, on the psychological state and social conditions of individuals. Analyses utilizing the Interactive Model to describe system interdependence between family and work can be divided into two main types--Marxist and non-Marxist.

The Interactive Model emphasizes the importance of building up ideological and structural bases in the workplace and on the homefront to accommodate the changing roles of male and female workers. It suggests alternative interventions and coping strategies, structural as well as personal (e.g., flex-time, job redesign, on-the-work-site family counseling), for managing the interface of work and family life. The Interactive Model provides a sound rationale for policy formation which supports a comprehensive and holistic approach to family problems.

Without tremendous social pressure, neither the federal government nor corporations are likely to produce necessary reforms, such as flexible benefit packages, paternity leaves, and child care facilities available at the work place which will allow individuals to combine work and family successfully.

FROM: Chow, Esther Ngan-Ling, & Berheide, Catherine White. (1988). The Interdependence of Family and Work: A Framework for Family Life Education, Policy, and Practice. Family Relations, pp. 23-28.

Future Workers

What concepts do home economics tesachers need to teach? Three major concepts emerge: managing resources, coordinating work and family, and developing and maintaining relationships.

Managing time, money, and energy will be particularly challenging for future workers. Time managment becomes critical for most individuals because they have both home and wage-earning responsibilities.

Students will need to be aware of their role expectations and examine the problems and possibilities associated with traditional and non-traditional roles.

Because people will live longer and a greater proportion of them will be employed, individuals will be involved in a greater number--and wider range--of relationships. So a higher level of effectiveness in developing and maintaining relationships may be more essential than in the past.

> From: Engelbrecht, J. (1988, Spring). Work/Family Interactions: Trends and Applications. Journal of Home Economics, p. 25.

Future workers will willingly and easily shift from one work place to another or will create their own work places.

Management's challenge will be to keep pace with the workers as a result:

> incentives will be needed to draw in, retain and motivate workers such as flexitime, sabbaticals, multilevel decision making groups.
>
> FROM: Sinetar, M. (1987, March-April). The Actualized Worker. The Futurist, p. 21.

Technological Change

Technology promises far more powers than ever experienced in history.

We have the power to
think than all geniuses of the past

live almost indefinitely with artificial or transplanted organs

look the way we want

> FROM: Cornish, E. (1987, March-April). The Great Transformation. The Futurist, p. 2.

Ways Workers Are Monitored on the Job

Computer-based or electronic monitoring systems automatically record data about the work of employees who use computer or telecommunications equipment.

Listening in on employees' conversations with customers to check on factors such as courtesy and accuracy.

(WORK AND TECHNOLOGY - Continued)

Telephone-call accounting that records the time duration and destination of calls.

Worker testing, such as polygraph and drug testing.

FROM: Worker Monitoring and Privacy. (1988, March-April). The Futurist, p. 51.

Work and Family

The increase in articles discussing latchkey children, employed mothers, job sharers, dual-career families, and many other family/employment issues demonstrates this emerging recognition of the interrelationship between home and the workplace.

FROM: Engelbrecht, J. (1988, Sprting). Work/Family Interactions: Trends and Applications. Journal of Home Economics, p. 24.

Work Ethic

Tardiness is increasing, and sick-leave abuse is common. In contrast, two-thirds of Americans would like to see an increase in the number of hours they work, rather than working shorter hours--if they were paid for those extra hours.

FROM: Cetron Marvin J., Rocha, Wanda, & Luckins, Rebecca. (1988, July-August). Long-Term Trends Affecting the United States. The Futurist, p. 35.

Workers

One-half of all funding for formal training will come from 200-300 large companies in business and industry; however, most new jobs will be generated by small businesses that cannot afford to pay for training.

The globalization of the economy will call forth more independent specialists; for hundreds of special tasks, corporations will turn to consultants and independent contractors who will become more and more highly specialized.

Five of the 10 fastest-growing careers between now and 2001 will be computer-related, with the demand for programmers and systems analysts growing by 70%.

Approximately 63% of new entrants into the labor force between 1985 and 2000 will be women.

(WORK AND TECHNOLOGY - Continued)

Two-earner couples, as a percent of all married couples, have risen from 28.5% in 1960 to 49% in 1985. The number will reach 52% by 1990, 54.6% by 1995, and 56.6% by 2000.

Research, development, manufacturing, and marketing specialists will work together as a team on all stages of product devbeloment, rather than keeping each stage separate and distinct.

There is a growing number of entrepreneurs who illustrate this drive to succeed.

Women will have greater employment opportunities. "Old girl" networks will become increasingly effective as women fill more positions in middle and upper management.

Women will exercise more political power, with the effect being more child-care services and more equal male-female pay rates.

One indication of the growing dependence on wives' incomes: Life-insurance companies are selling more policies to women than to men.

The high cost of hiring outside workers will motivate people to do more work themselves.

There will be more leisure time available to spend on do-it-yourself projects.

The availability of more tools and supplies aimed at the do-it-yourself market will spur this movement.

FROM: Cetron Marvin J., Rocha, Wanda, & Luckins, Rebecca. (1988, July-August). Long-Term Trends Affecting the United States. The Futurist, pp. 33-39.

High School dropouts made only 70 cents for every dollar earned by those with high school diplomas.

A couple under 25 with children is four times as likely to be poor as a childless young couple. A single parent under 25 is three times more likely to be poor than a young couple with children. Three-quarters of all single mothers under 25 live in poverty.

FROM: Pihmon, K. (1986, May/June). Teen Parents: The Crisis and Challenge of Vocational Education. Workplace Education, p. 8.

(WORK AND TECHNOLOGY - Continued)

Women's high level of participation in the labor force will continue. The Bureau of Labor Statistics projects that this trend will continue through the twenty-first century.

FROM: Fullterton Jr., H.N. & Tschetler, J. (1983). The 1995 Labor Force: A Second Look. Monthly Labor Review, pp. 3-10.

In March 1985, nearly half of all wives (husband present) with infant children 1 year old or under were in the labor force, compared with 31 percent in 1975. At the same time, almost 59 percent of the mothers whose youngest child was between three and five years of age were employed, and approximately 68 percent of the mothers whose youngest child was between 6 and 17 years were working. Comparable participation rates for these two groups in 1975 were 42 percent and 52 percent, respectively.

FROM: Hayghe, H. (1986, February). Rise in Mothers' Labor Force Activity Includes Those with Infants. Monthly Labor Review, pp. 13-45.

The trend toward more women who as head of single-parent families is also projected to continue. In 1984, 6.2 million families with children were maintained by the mother alone (widowed, divorced, separated, or never married). These accounted for one-fifth of all families with children.

FROM: Engelbrecht, J. (1988, Spring). Work/Family Interactions: Trends and Applications. Journal of Home Economics. p. 23.

By the year 2000, only 11 percent of workers will be in manufacturing.

FROM: Fiengold, S.N. (1984, February). Emerging Careers: Occupations for Post-Industrial Society. The Futurist XVIII, pp. 9-16.

The postindustrial society is expected to be service-oriented and principally concerned with collecting, synthesizing, and disseminationg information.

FROM: Toffler, A. (1970). Future Shock. New York: Bantam Books.

Toffler suggests that a significant number of workers (34 to 40 percent) could do much of their work at home right now if production were reorganized.

(WORK AND TECHNOLOGY - Continued)

Another of the potential positive outcomes of bringing work back into the homne is stronger families.

Shared work may once again bind the family together.

FROM: Toffler, A. (1980) The Third Wave. New York: William Morrow and Co., Inc.

Expectations for workers in the service areas:

computer literacy;
ability to plan and allocate work;
communicate and interact in complex settings;
think stategically and comprehensively.

FROM: U.S. Department of Labor, Bureau of Statistics, Washington, D.C. 20212

Thirty-seven percent of the 5 million people working are at the minimum wage. Sixty percent of these are 24 years old or under. Nearly two-thirds of those in minimum-wage positions work part-time. Heads of households with full-time jobs comprise 25 percent of those earning minimum wage.

FROM: Memo (1988, Fall) A Consumer Ed Newsletter from the Money Management Institute of Household Financial Services, p. 1.

Workers' Desires Include:

a desire for more autonomy;

happiness, family, health or ethical standards to meet job demands;

a perception of job satisfaction and success to be more dependent on the nature of the work than on relationships to others;

a desire to pursue individually meaningful goals even when it meant personal sacrifice of comfort, approval and security;

an unwillingness to live up to what others in authority held up as standards of excellence.

FROM: Cetron Marvin J., Rocha, Wanda, & Luckins, Rebecca. (1988, July-August). Long-Term Trends Affecting the United States. The Futurist, p. 30.

GENERAL STATISTICS

Glimpse of the Knowledge-Dependent Society

About half of all service workers will be involved in collecting, analyzing, synthesizing, structuring, storing, or retrieving information as a basis of knowledge by the year 2000. Half of these people will be working at home.

By 1995, 80% of all managers will be knowledge workers.

Computer "expert systems" will issue reports and recommend actions based on data gathered electronically--all without human intervention. Investment in expert systems and related technologies should top $1.3 billion in 1988--three times the amount in 1985.

Computers will provide access to all the card catalogs of the world's libraries by the late 1990s. Readers will be able to call up millions of volumes from distant libraries on a PC screen. Videodiscs will enhance books by providing visual and audio information, even recording smells, tastes, and feels.

FROM: Cetron Marvin J., Rocha, Wanda, & Luckins, Rebecca. (1988, July-August). Long-Term Trends Affecting the United States. The Futurist, p. 30.

Global Society

More international travel for business and pleasure.

More foreign student exchange programs/participation.

By 2001, artificial intelligence will be almost universally used by companies and government agencies to help assimilate data and solve problems.

Thirty-nine percent of parts used in U.S. manufacturing are from a different country of origin; 37% of parts used by IBM are imported. This trend isn't limited to the United States--Japan must sell internationally to offset energy and other scarce resource imports.

FROM: Cetron Marvin J., Rocha, Wanda, & Luckins, Rebecca. (1988, July-August). Long-Term Trends Affecting the United STATES. The Futurist, p. 31.

Mass Media

Magazines in the year 2001 will be on floppy disk, allowing readers to interact, play with, and manipulate the information on their PCs.

(GENERAL STATISTICS - Continued)

Mass media will be more personalized as consumers use pay-to-view television to select their entertainment. Viewers will download their choices from a teledelivery service, paying for the program when they want to see it.

Racing fans will watch races from their homes via cable TV, placing their bets through handheld portable betting terminals connected to the track's on-line computer network. Winnings will be automatically credited to the bettors' bank accounts; losers' bank accounts will be debited. Obviously , the Internal Revenue Service will be automatically informed.

FROM: Cetron Marvin J., Rocha, Wanda, & Luckins, Rebecca. (1988, July-August). Long-Term Trends Affecting the United States. The Futurist, p. 32.

Medical Advances

Technology will make possible organ transplants, artificial organs, genetic enginnering, etc., but will raise ethical/ moral issues, such as surrogate motherhood, how to equitably distribute capabilities, and when to terminate extraordinary life-support efforts.

New computer-based diagnostic tools will provide doctors with unsurpassed cross-section images of soft and hard tissues inside the body, thus eliminating much exploratory surgery.

"Bloodless surgery" using advanced lasers will decrease patient trauma, decrease the length of hospital stays, and help lower medical costs.

Brain cell and tissue transplants to aid victims of retardation and head trauma will be in the experimental phase by 2001. Heart repairs will be done using muscles from other parts of the body. Transplanted animal organs will find their way into common use in humans. Laboratory grown bone, muscle, and blood cells will be used in transplants.

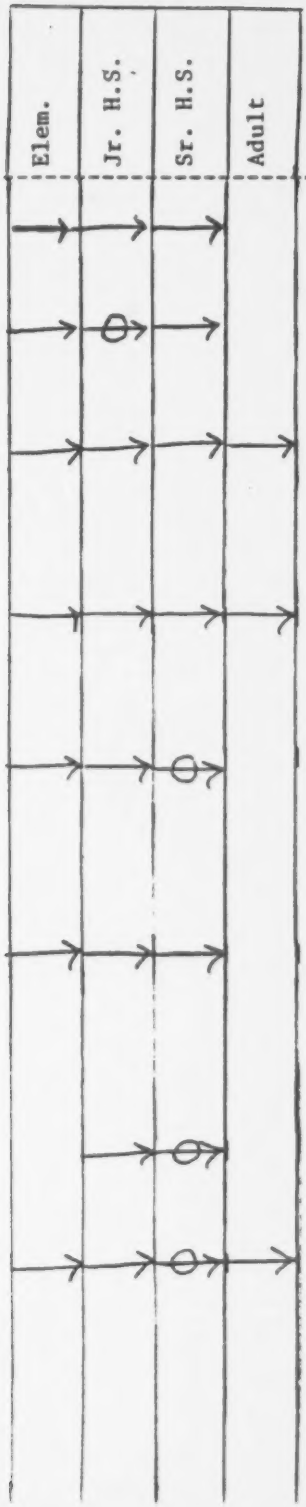
Look for more and better bionic limbs and hearts, drugs that prevent disease rather than merely treat symptoms, and a corporal monitoring mini-laboratory that can detect, intervene, and treat to maintain homeostatis within the body.

By the year 2000, 53% of drugs prescribed will be generic.

FROM: Cetron Marvin J., Rocha, Wanda, & Luckins, Rebecca. (1988, July-August). Long-Term Trends Affecting the United States. The Futurist, p. 32

Topics Recommended for Home Economics Curriculum
by the
Home Economics Conceptual Framework Committee
December 14, 1988

Ideal Time for Teaching



O = more emphasis needs to be placed at this level

→ = topic should be taught across the curriculum

Life span growth and development
- Children
- Elderly - appreciation for as resources

Parenting
- Decision making (application in all curriculum areas)
- Appreciation for as resources

Application of technology for self, home, and workplace
- Data analysis
- Impact
- Ethics
- Use and control

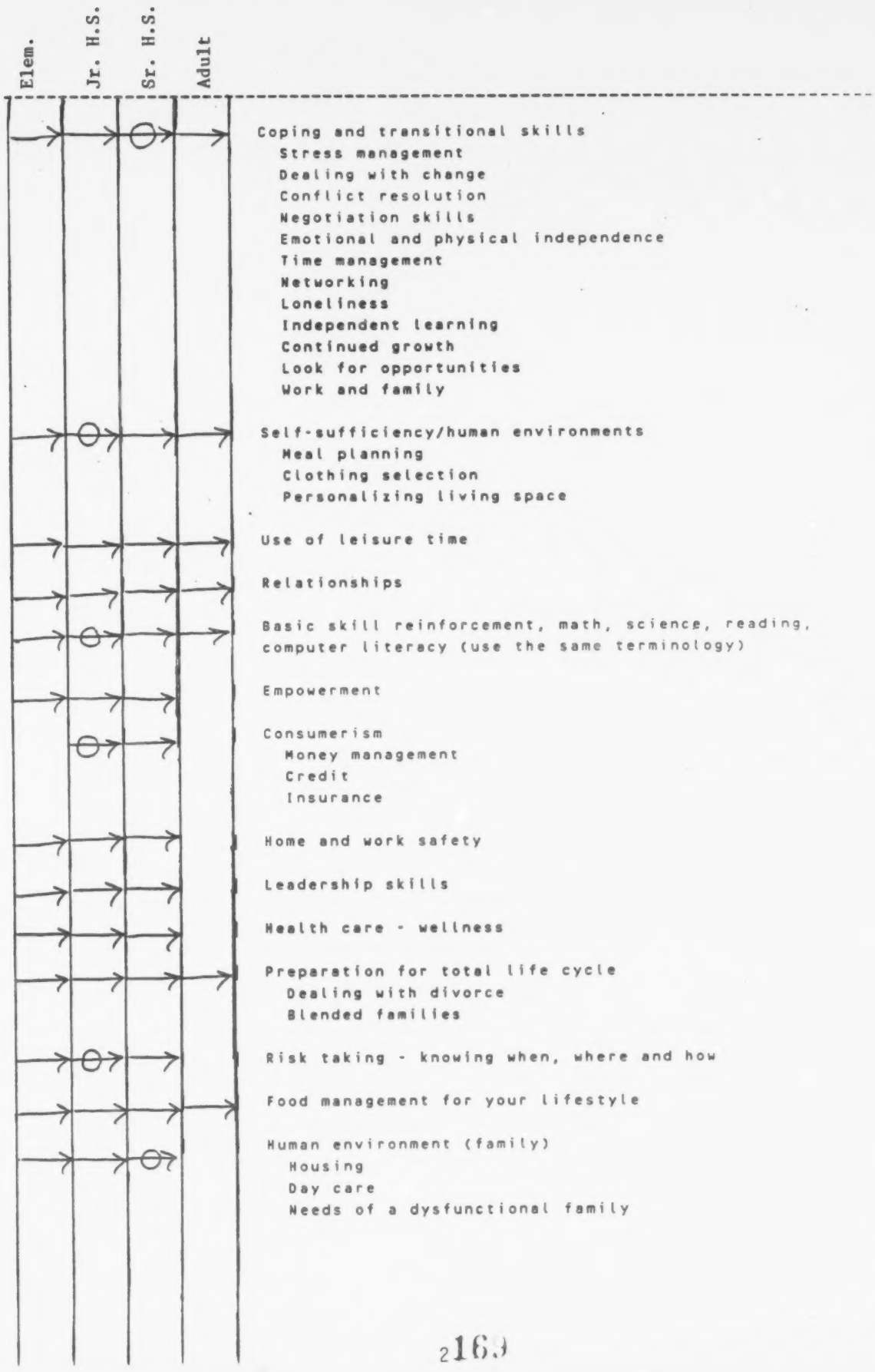
Sexuality
- Self-esteem (develop throughout teaching)
- Decision making - consequences
- Family planning

Values, goals, decision making, ethical reasoning/thinking skills
- Individual
- Family
- Community
- Identify talents

Communication skills (may be taught in relationships, child development, parenting, employability)
- Verbal
- Listening
- Non-verbal
- Written

Economic competencies
- Global economic systems
- Personal finance

Employability skills
- Occupational tasks
- Planning and allocation of work
- Resumes
- Work choices


Elem.
Jr. H.S.
Sr. H.S.
Adult
Coping and transitional skills
Stress management
Dealing with change
Conflict resolution
Negotiation skills
Emotional and physical independence
Time management
Networking
Loneliness
Independent learning
Continued growth
Look for opportunities
Work and family
Self-sufficiency/human environments
Meal planning
Clothing selection
Personalizing living space
Use of leisure time
Relationships
Basic skill reinforcement, math, science, reading, computer literacy (use the same terminology)
Empowerment
Consumerism
Money management
Credit
Insurance
Home and work safety
Leadership skills
Health care - wellness
Preparation for total life cycle
Dealing with divorce
Blended families
Risk taking - knowing when, where and how
Food management for your lifestyle
Human environment (family)
Housing
Day care
Needs of a dysfunctional family

Materials Distributed at American Home Economics Association Meeting at Cincinnati, Ohio (June 26-29)

Sample Bookmarks (300)

Trends and Issues (300)

APPENDIX O

Requests for AVA Article

VOCATIONAL EDUCATION JOURNAL - ARTICLE

AVA ARTICLE

SENT COPIES TO THESE STATES:

1. Ms. Amy D. Heintz
   Home Ec. Education
   400 West King Street
   Capitol Complex
   Carson City, NV 89710

2. Rosemary M. Harzmann
   Education Program Specialist
   Bureau of Vocational Programs
   Division of Vocational Education
   State of New Jersey, Dept. of Ed.
   CN 500
   Trenton, NJ 08625-0500

3. Dr. Joanna Kister
   Assistant Director
   Vocational Home Economics, Ohio Dept. of Ed.
   907 Ohio Departments Bldg.
   65 South Front Street
   Columbus, Ohio 43266-0308

4. Edna Ruth Mahaffey, State Supervisor
   Oklahoma State Dept. of Vocation & Technical Education
   1500 West Seventh Ave.
   Stillwater, Oklahoma 74074-4364

5. Shirley Baum, C.H.E.
   Director, Home Economics Education
   Nebraska Dept. of Ed.
   301 Centennial Mall South
   Box 94987
   Lincoln, Nebraska 68509-4987

6. Dr. Gwen B. Frazier
   Curriculum Supervisor
   Bureau of Vocational-Technical Ed.
   State Office Park South
   101 Pleasant Street
   Concord, New Hampshire 03301

7. Dr. Chris Southers
   College of Home Economics
   Oregon State University
   Milam Hall 20
   Corvallis, OR 97331-5107

APPENDIX P

Presentation Formats Shared with Others

IHEA WORKSHOP

Objectives: Introduce the Illinois Plan for Home Economics Education.

Brainstorm predictions for future home economics curriculum content.

Collect teacher input for future curriculum planning.

Identify how societal issues may influence home economics curriculum.

Participate in teaching activities that might be adapted for other teaching situations.

Activities:

A. Introduction:

1. Distribute home economics is important . . .sheet as teachers arrive for them to identify the positive nature of the field.

2. Distribute blank copies for the teachers to use at a later time. Briefly discuss, how they might use it.

B. Review of objectives - use slides.

C. Share activities that have been accomplished and will be done in the Illinois Plan for Home Economics Education.

1. Accomplishments thus far: (Transparencies)

a. Reviewed curriculum materials - nation wide.
b. Reviewed and collected background content information to identify trends in the field. (We will share some of this information today.)
c. Phoned all the states and have asked them 4 questions - Diana will share.
d. Submitted newsletter articles to: IHEA, IVHETA, and IVA to inform others in and outside our field.
e. Contacted people to serve on the Conceptual Framework Committee.
f. Will be working with a Technical Committee made up of business persons and educators to identify future directions.

2. By the end of the school year, we will have

   a. Draft copy of the conceptual framework.
   b. Draft copy outlines for the exploration and orientation levels.
   c. Pilot test one unit in the exploration and the orientation level.
   Have a marketing plan developed for next year.

D. Thinking about the future - close your eyes, relax - answer these questions to yourself:

   a. What will be happening in the world 10 years from now?
   b. What will families be like 10 years from now?
   c. What will you be doing 10 years from now?
   d. What will schools be like 10 years from now?
   e. Will teachers still be using chalk boards?
   f. Will kids be more stressed or less stressed?
   g. Will we need to come to school if everyone has a computer in their home?
   h. Think about your answers to all of these questions, now turn your thinking to home economics.

      1. Will clothing construction be in the curriculum?
      2. What will our foods labs be like 10 years from now?
      3. Or will we need foods labs 10 years from now?
      4. What will we need to teach in junior high 10 years from now?
      5. What will we need to teach in the senior high 10 years from now?
      6. In other words, what should home ec. curriculum include 10 years from now?

   i. Open your eyes, continue thinking about 10 years from now, think about information or content that should be included in home economics at the junior and senior high level.

      1. Write your ideas on the sheet - list as many ideas as you can.
      2. We will collect the information after a brief discussion.

E. Discussion time for people to share what they feel curriculum will look like, 10 years from now.

F. Examine the relaxation technique that we just used, give some examples of ways you might use the technique in your present teaching.

G. We need your input so that the curriculum guide that we are developing. Our basic change is to be futuristic and have a practical teacher useable guide. Distribute questionnaire (collect).

H. Many changes are happening in our society, we have collected some information that we want to share with you.

GROUP WORK

In your group - read the statement, determine whether or not the idea should be taught by checking the yes or no column. In the space at the right, list if the idea should be included at the junior or senior high level if you answered yes - list which courses the information could be incorporated into.

I. Report back by groups - use transparencies to summarize - the content that you would incorporate into your existing curriculum.

J. Participate in a sample teaching activity.

1. Analyze the activity, make corrections and suggestions that should be incorporated.

K. Summary

1. You have participated in several activities that have helped us to make a more teacher useable curriculum. You have helped identify what you think is important for the future of home economics, you have made suggestions for incorporating content information into the guide and you have reacted to a sample copy of a teaching activitiy. Thank you for your help.

CONCEPTUAL FRAMEWORK COMMITTEE MEETING AGENDA

ARRIVAl — Coffee and Muffins
Collect mileage figures
Need signatures on travel vouchers
Pick up name tags (coded for group participation)

INTRODUCTION

10:00 — Welcome by Dr. Connie Ley

A. Getting-to-know-you sessions. (Success of the day depends upon our working together.)
Activitiy: "The Line Up"
1. Last name from A-Z.
2. Where you are from - hometown.
3. Occupation.
4. First name.

10:15 B. Overview of the Illinois Plan for Home Economics Education.
1. Areas traditionally included in home economics.
2. Brief review of what we have accomplished so far.
3. Overall objectives of the project.

10:30 C. Objectives for the day - transparencies.
1. Brainstorm subject matter content that should be included in home economics curriculum.
2. Validate information gathered from other groups and infuse that information into our content lists.
3. Identify if the content should be taught in elementary, junior, or senior high.
4. Develop basic content lists from which the conceptual framework document will be developed.

GROUND RULES FOR THE DAY

1. We will develop lists individual - your ideas based upon your thoughts, your occupations, and readings.
2. Work in small groups to combine and agree upon your lists.
3. Come to an agreement as a total group using small group work as the basis.
4. No announced break times - in your small groups free to pick up another cup of coffee or go to the restroom. When lunch arrives, help yourself and take a few minutes to eat and go back to work.

10:50 - 11:00 ACTIVITY I - Purpose to clarify individual thoughts as to concepts to be included.

A. List content that should be in home economics curriculum.
B. Relax - close your eyes and think about the future of home economics - answer questions to yourself - then we will project same questions on transparency for you to write your thoughts.

ACTIVITY II - Purpose to identify the most important items on individual list.

A. Have the participant label columns on worksheet as essential must include, nice to know but not critical 10 years from now, and won't be important 10 years from now.
B. Have each individual review their list and check their columns according to the above.

ACTIVITY III - Small group work. (Leader and recorder pre-assigned on name tag.)

A. Using the items each individual has developed.
B. Prepare a combined list on a transparency.
C. Group must agree upon transparency list.

ACTIVITY IV

A. Present list of ideas contributed by:
- 51 State Supervisors
- Teachers that attended IHEA
B. Infuse the ideas into the list being created.

ACTIVITY V

A. Have one group present their transparency - one item at a time. If the other groups agree that it is most important - circle and keep.
B. Continue until all lists have been validated. (Jane will make separate list, leave space on the side to list where it should be taught).

ACTIVITY VI - From Jane's transparency, check if the concept should be included in elementary, junior, senior high or adult. (Could be included in all areas but different depths of knowledge).

WRAP UP

A. Thank you for making a contribution to home economics.
B. Honorarium and travel will be sent later.

DECATUR EDUCATIONAL CONFERENCE
MARCH 22, 1989
8:45 - 9:45 and 12:30 - 1:30

I. Problems and issues facing Home Economics Education today.

A. Participants will make a list of their ideas.
B. Participants will compare their ideas with Trends and Issues handout.
C. Examine the Affectiveness Study handout.

II. Objectives of the Illinois Plan for Home Economics Education for this year.

A. Use materials from Affectiveness Study, Conceptual Framework Committee, and Trends and Issues as a foundation.
B. Develop Conceptual Framework (share transparency explaining parts).
C. Develop and disseminate Resource List.
D. Develop a new curriculum guide.

III. Future expectations for the Illinois Plan for Home Economics Education.

A. Resource List continuation.
B. Curriculum Guide.
C. Presentation at IVHETA.

HOME ECONOMICS FUTURE'S FORUM
ISBE/DAVTE
NATIONAL ALLIANCE OF BUSINESS
BINYON'S RESTAURANT
MAY 24, 1989

Introductions

Vision Articulation - Your Industry in the 21st Century

Individual Perception of Home Economics

Skill Identification of Home Economics in the 1990's

Open Discussion

Adjournment

ISU UPDATE SESSION
June 15, 1989
9:15 - 10:15

Objectives: Make participants aware of products being developed in the Illinois Plan.

Share samples of materials being developed in the Illinois Plan.

1. Distribute pictures of old and new advertisements that represent happenings in Home Economics curriculum in the past, present, and future.

2. Introduction - audience participate by sharing ideas from pictures that represent curriculum of the past (identify practical perennial problems that currently exist).

3. Review steps in project development.

   a. Review of National Study and Affectiveness Study (transparencies).
   b. Trends and Issues affecting Home Economics.
   c. Conceptual Framework Committee contributions - handout.
   d. Defining conceptual framework (transparencies).
   e. Resource List development and fall mailing.
   f. Bookmark - major concepts in Home Economics.
   g. Curriculum Guide format (transparencies).

APPENDIX Q

News Release Sent to Systems Diresctors

ILLINOIS PLAN FOR HOME ECONOMICS EDUCATION

February 1, 1989

Donald Baldis
NSERVE
1600 Dodge Ave.
Evanston, IL 60204

Dear Don:

Enclosed you will find a news release to inform your home economics teachers about the Illinois Plan for Home Economics Education. Please share in your newsletters or at any meetings you will be having this semester.

At this time, we are developing materials; therefore, we are not available for inservice. You will be kept informed of our progress.

Sincerely,

Charlotte Carr, Project Director

Diana L. Greene, Project Assistant

jm

Enclosure

Charlotte Carr
Project Director

Diana Greene
Project Assistant

Turner Hall, Room 138
Illinois State University
Normal, IL 61761-6901
Phone: (309) 438-2620

Equal Opportunity, Affirmative Action University

BEST COPY AVAILABLE

NEWS RELEASE

Illinois Plan for Home Economics Education A New Home Economics Curriculum Guide is Coming

The major purposes of the Illinois Plan for Home Economics Education are to develop a comprehensive curriculum guide for K-adult; a conceptual framework which is a document that describes the rationale, basic content, and philosophy of Home Economics curriculum; and a Resource List for teacher use.

At the time of this writing, it is not known how long it will take to develop, field test, and print the materials. Throughout the developmental process, articles will be published in professional association newsletters. Progress reports will be given at professional meetings. The first scheduled meeting is at IVHETA in August, 1989.

The directors of the project are Dr. Charlotte Carr and Diana Greene, Illinois State University, Normal, Illinois 61761, Phone (309) 438-2620.

APPENDIX R

Questionnaires Distributed at IVHETA, IHEA
Mailed to Teacher Team Members

Distributed at IVHETA

Announcing

A NEW

HOME ECONOMICS CURRICULUM PROJECT

funded by ISBE/DAVTE

directed by

Charlotte Carr, ISU
Diana Greene, U of I

The objectives for this year are to:

- develop a working copy of the conceptual framework (basics to be included in Home Economics curriculum) for Home Economics curriculum K-adult.
- develop working copy outlines for grades 7-10 including state goals for learning.
- write six sample teaching units for grades 7-8 and 9-10.
- pilot test one of the sample teaching units.
- develop a resource list of materials for grades 7-8 and 9-10.
- involve teachers, home economists, business persons and other non-home economics to accomplish the above objectives.

Please answer the questions on the next page.

QUESTIONNAIRE FOR IVHETA MEMBERS
August Conference 1988

Objectives are to: Gain Opinions
Show Ideas and Concerns

DIRECTIONS: Complete this sheet
Return to this box by the end of conference -or-
Mail to: Charlotte Carr, Home Economics Department, Turner Hall, Illinois State University, Normal, Illinois 61761

1. Are you correctly using the state goals for learning in your classroom?

Yes No

If you answered yes, briefly describe how.

2. Briefly describe how you are using the task lists in your curriculum.

3. List favorite methods that you use to help students see the contributions that home economics makes to their work.

4. Please identify 3 home economics teachers that you feel are great teachers.

	NAME	SCHOOL	GRADES SHE IS TEACHING
A.	_____	_____	_____
B.	_____	_____	_____
C.	_____	_____	_____

5. To prepare students to live and works successfully in the 1990's and beyond, what do you think should be:

A. dropped from the home economics curriculum

B. added to the home economics curriculum

Thank you for taking the time to respond, your ideas are valued as this project begins.

If you would be interested in serving as one of the 30 teachers who will be involved this year, complete the next page and return it to the box.

PLEASE USE BACK OF THIS PAGE IF YOU NEED ADDITIONAL SPACE FOR ANSWERING QUESTIONS.

YOUR INVITATION TO BECOME INVOLVED

Thirty teachers will be involved during this school year to provide input in the development of the K-adult conceptual framework and outlines for grades 7-10. A small stipend will be paid at the end of the school year.

Teachers will be asked to:

- respond to phone requests (during your conference time at school)
- write comments on short questionnaires as follow-up to the phone conversations.
- share information related to the phone conversations and follow-up with other teachers, administrators and students.
- field test a short teaching unit (3 day) sometime in May by teaching the unit, writing comments and having students complete evaluation forms.

If you would like to make a contribution to Home Economics, complete the following and return to this table or mail to: Charlotte Carr, Home Economics Department, Turner Hall, Illinois State University, Normal, Illinois 61761.

DIRECTIONS: CHECK A MAXIMUM OF TWO (2)

_____ Yes, I am interested in being phoned and will complete written follow-up after the phone conversations for grades 7-8.

_____ Yes, I am interested in being phoned and will complete written follow-up after the phone conversations for grades 9-10.

_____ Yes, I am interested in field testing a 3 day unit in May for grades 7-8.

_____ Yes, I am interested in field testing a 3 day unit in May for grades 9-10.

Name_____

School_____

School Address_____

School Phone Number_____/_____
(area code)

If you know your conference time, list the time of day you could be reached by telephone_____

IVHETA Region Number_____

Number of years of teaching_____

DISTRIBUTED TO TEACHER TEAM MEMBERS

ILLINOIS PLAN FOR HOME ECONOMICS EDUCATION

QUESTIONNAIRE

Purpose: To gather information from teachers to be used in developing the Illinois Plan.

Directions: Write your comments after each of the questions. If more space is needed, write on the back.

1. Considering your school:

   A. What is the process for adding a new course?

   B. If you were to add a course, how long would the curriculum process take?

   C. What is the process for deleting a course?

   D. Is it easy to change content within a course? yes no
   If you answered yes, briefly explain how you would do that.

2. One of the objectives of the Illinois Plan for Home Economics Education Project is to develop a resource list for teacher use.

   A. From your teaching experience, how valuable are resource lists? Circle one:

      very valuable somewhat valuable not used very often

   B. What types of <u>materials</u> should be included? Examples: Textbooks, workbooks, visual aids, computer programs, film strips, slides, video tapes. <u>Underline</u> the most needed.

   C. What type of information should be included in the resource list: Examples: publication date, author, description of the materials, addresses. <u>Underline</u> the most important.

3. At present, how are you using the state goals for learning in your teaching?

4. At present, how are you using the task lists in your teaching?

5. To prepare students to live and work successfully in the 1990's and beyond, what do you think should be:

   A. dropped from the home economics curriculum?

   B. added to the home economics curriculum?

6. As you think about receiving a new home economics curriculum guide, list the types of information you would find most valuable. Examples, objectives, generalizations, student activities, etc.

ILLINOIS HOME ECONOMICS EDUCATION COUNCIL
Questionnaire

Purpose: To provide input into the Illinois Plan for Home Economics Education project.

Review of objectives for the project. By the end of the year:

- a conceptual framework will be ready for printing
- the outlines for the orientation and exploration will be in first draft form
- three units will be written and one will be field tested for the orientation and exploration levels
- resource material lists for the orientation and exploration levels will be printed
- four newsletter articles will be published in existing newsletters
- a marketing plan will be developed for the next phase of the project

1. In order to develop the conceptual framework, a committee of home economists in teaching and in business and non-home economists will be selected. Your help is needed. Please list names and general address for the following:

   A. Home Economists in business (identify the title of business)

   B. Junior and senior high school teachers (include region number)

2. List any person(s) and location that you would recommend who has expertise in developing curriculum for junior or senior high.

3. List what you feel needs to be changed in home economics at the

A. Junior high

B. Senior high

ILLINOIS TEACHER EDUCATOR'S CALLING LIST

Your input will be valued in the development of the Illinois Plan for Home Economics Education. NO meetings will be held but you will be phoned periodically to solicit your ideas and reactions as well as to keep you up to date.

Name _____

School Address _____

School Phone Number _____

Times when you are most likely to be available for phoning. _____

Many of you are busy during the day. If you do not object to being phoned at home, please list:

home phone number _____

I promise not to abuse the privilege.

APPENDIX S

Summaries of Questionnaires

Distributed at IVHETA, IHEA
Mailed to Teacher Team Members

RESULTS OF QUESTIONNAIRE DISTRIBUTED AT IVHETA, AUG. 3

1. Are you currently using State Goals?

- emphasize math skills, scientific principles and language arts skills
- use ideas and activities
- use in planning units and complete programs
- no
- no
- In becoming familier with them, I'm finding that I do follow them. As to correct use, I'm not sure since I just became aware of them.
- guide my curriculum
- no

2. Describe how you are using task lists in your curriculum.

- Region has worked together so that kids going from one school to the other would have some tasks in each of the schools.
- process of changing
- trying to use item to prepare students for vocational programs in the job.
- haven't received yet
- recently making new curriculum - listed those appropriate for each class - to the best of our knowledge
- I was very pleased to discover that I cover almost all the items on the task list, other than those related to specific jobs.
- not sure, skills taught at various levels
- only as a reference

3. List favorite methods that you use to help students see the contributions that Home Economics makes to their work.

- FHA - HERO activities - leadership skills, coping skills, responsibility.
- take sewing machine to college - make money on side doing alterations
- parenting - students report back that they appreciated knowledge of child raising
- relate it to their jobs - point how to use it
- no response
- when talking with parents
- competing at FHA - HERO events
- bring out the ideas that skillls and behaviors learned in home economics will serve them in employment as well. Since I have an occupations in Homemaking Program, I probably tend to dwell more on the home economics benefits to their personal lives, and add that this also has a great impact on their work life.
- audio-visuals
- field trips
- interviews
- field trips
- simulations

4. Identify 3 home economics teachers that you feel are great teachers.

Jane French	Decatur H.S.	Jr.-Sr.
Amy Paschadag	Bethalto	9-12
XAlice Kulenhamp	Southwestern	9-12
XJan Gill	Lexington	9-12
Naddene Pilgrim	Chenoa	not teaching
XSharon Lawliss	Normal	7-8-9
XErma Hesterberg	Pontiac	
Faye Walker	Morton	9-12
Cindy Schwab	E. Peoria	9-12
Linda Ragain	Limestone	9-12
Billye Griswald	Carrollton	9-12
Ann Stickman	LaGrange Twp.	?
Cheryl Lipe	Springfield	?
Marge Hermann	Centralia	9-12
Sandra Schrof	Fairbury	9-12
Marge Bertsche	Flanagan	7-12
Melinda Hogan	Braidwood H.S.	9-12
Karen Keller	Dwight	9-12
Betsy Dowdy	Pontiac	9-12

5a. What should be dropped from the Home Economics Curriculum?

- advanced clothing construction
- "scratch foods
- nothing
- nothing
- most clothing construction
- left blank
- nothing
- no response

5b. What should be added to the Home Economics Curriculum?

- stress merchandising and marketing skills
- add self esteem to every course
- incorporate more fast food
- more parenting-child care and understanding
- more computer usage
- new technology and products
- consumer education
- special needs students
- fashion merchandising
- more marketing for clothing, etc.
- life skills
- adult ed
- retraining for job
- more decision-making skills
- values clarification
- students need to know how to gain success in their larger worlds
- critical thinking
- no response

UNEDITED LIST OF SUGGESTIONS FROM 25 TEACHERS
THROUGHOUT THE STATE OF ILLINOIS

The following suggestions are part of a survey sent to 30 teachers who are serving in an advisory capacity for the Illinois Plan for Home Economics Education.

- housekeeping skills
- course suited for science credit
- family oriented matters--child development, parenting, family life - teen life plan
- caring for the older parent
- career area
- something to "spice up" traditional home economics
- need to teach at the junior high level because teaching at the senior high is too late, the following:

  1. preparing for high school and the future
  2. goals
  3. peer pressure
  4. family relations
  5. respect, manners, violence

  "I feel the areas of drugs, sexual responsibilities, belongs in health education."

- more problem solving skills and how to identify and expand resources
- more human development
- credit and comparison shopping
- health care
- child care with parenting and day care centers
- food related information
- clothing image and dynamics
- food fitness and quality of life
- family living and consumer ed
- life skills starting at junior high
- interpersonal relationships

(Suggestions - Continued)

- child development
- personal development and family living
- management skills
- independent living skills
- consumer skills
- time-saving--food, clothing construction etc.
- basic independent survival
- P.A.S.E. - Positive Attitude Super Effort (self esteem)
- computer in the curriculum
- working outside the home and monitoring the family and family relationship
- time and resource management
- coping skills
- handling family crisis
- will not have to prepare foods in the next decade but someone will need skills to "man" the foods for the microwave foods, delis, delivery services, repair and alteration shop
- skills to buy the services mentioned above
- coping skills
- employability skills
- more consumer knowledge
- nutrition
- special problems of parenting such as single parent, child abuse, etc.
- job "getting and keeping" skills
- interpersonal skills
- parent and consumer education

(Suggestions - Continued)

- nutrition
- career information
- human development - birth--death
- family as a basic unit of society
- more self esteem activities
- living on your own
- parenting required for males and females
- understanding the elderly
- critical thinking and problem solving
- teaching methods need to be updated
- use of computers
- fast foods
- early parenting
- job related courses
- how technology may/may not affect home life
- changing family life (keeping current with trends)

COLLECTION OF COLLECTIVE THINKING
OF 30 TEACHER MEMBERS OF THE I.H.E.A

DATA COLLECTED ON NOVEMBER 4, 1988

Subject Matter Needing Change in Home Economics - IHEA PARTICIPANTS

8 - Job skills
3 - Clothing - adults only - if at all
1 - In home job skills
9 - Foods: selection and exposure to choices
4 - Parenting for all students
4 - Male and female roles in family responsibilities (equal emphasis)
1 - Home Economics and the Environment
1 - Women in Legislature
2 - Care-giving in the workplace
1 - Stimulate children's creativity
5 - More Nutrition in foods classes
8 - Emphasis on Child Care
3 - Sewing - more serges and factory type-machines
1 - Update of equipment
6 - Emphasis on Family Life and Consumerism
3 - Single-Parent families
4 - Elderly
5 - Teachers/Schools as a resource person - not necessarily giver
1 - Education for drop-out students
12 - No texts - huge screens/computers - references - computer instruction
3 - Cooperative learning
1 - Flexible work time
1 - Shorter work week
7 - More stress on children
2 - Longer school day
8 - Emphasis on management skills
1 - Re-training of adults
1 - More para-professionals
1 - More value conscious
1 - World problems
1 - Clothing for elderlyand handicapped
1 - Schools run as a business
1 - Child skills as opposed to child development
1 - Family planning
7 - Family relationships - wellness
6 - Living in an age of advanced technology

2 - Change from vocational emphasis to ability to respond to change
1 - New delivery system for adults
5 - Interpersonal skills
1 - Various forms of families - as opposed to the nuclear family
4 - Buying and care of clothes - not sewing
1 - Junior high teach home economics "basics"
2 - More individual instruction
1 - New appliances
2 - More lab work
1 - Entrepreneur skills

"A curriculum guide will be a facilitator's handbook."

"I believe that the curriculum taught presently at the senior high level will be taught in the junior high level 10 years from now."

"A name change from home economics to Economics and Family Management."

ILLINOIS PLAN FOR HOME ECONOMICS EDUCATION

QUESTIONNAIRE AND SUMMARY

FROM IHEA TEACHERS

NOVEMBER 4, 1988

Purpose: To gather information from teachers to be used in developing the Illinois Plan.

Directions: Write your comments after each of the questions. If more space is needed, write on the back.

1. Considering your school:

A. **WHAT IS THE PROCESS FOR ADDING A NEW COURSE?**

11 - present to administration, then board
3 - 6 yr. cycle
2 - trial class--task force--curr. committee--board
2 - curr. committee
1 - principal
1 - school board
1 - none

B. **IF YOU WERE TO ADD A COURSE, HOW LONG WOULD THE CURRICULUM PROCESS TAKE?**

5 - 1 yr.
3 - 6 yrs.
2 - 3-6 mos.
1 - 4-9 mos.
2 - unsure
1 - 6 mos.--1 yr.
1 - 6 mos.--2 yrs.
1 - 1--2 yrs.
1 - 1--2 yrs. every 5 yrs.
1 - in spring before adding in fall
1 - approval by December
1 - teacher (pd.) writes it in summer
1 - long or short as necessary

C. **WHAT IS THE PROCESS FOR DELETING A COURSE?**

7 - when admin. wants to
4 - lack of enrollment
4 - talk to Supt.--Bd.
3 - 1 yr.
2 - talk to Principal
1 - 2 yrs.
1 - tell Guidance

D. **IS IT EASY TO CHANGE CONTENT WITHIN A COURSE?**

17 - yes
3 - no
3 - somewhat

2. One of the objeactives of the Illinois Plan for Home Economics Education Project is to develop a resource list for teacher use.

A. **FROM YOUR TEACHING EXPERIENCE, HOW VALUABLE ARE RESOURCE LISTS?**

11 - very valuable
10 - somewhat valuable
2 - not used very often

B. **WHAT TYPES OF MATERIALS SHOULD BE INCLUDED? EXAMPLES: TEXTBOOKS,WORKBOOKS, VISUAL AIDS, COMPUTER PROGRAMS, FILM STRIPS, SLIDES, VIDEO TAPES.**

All listed: Reading level of texts
Evaluation of computer programs

C. **WHAT TYPE OF INFORMATION SHOULD BE INCLUDED IN THE RESOURCE LIST: EXAMPLES: PUBLICATION DATE, AUTHOR, DESCRIPTION OF THE MATERIALS, ADDRESSES.**

All listed

3. **AT PRESENT, HOW ARE YOU USING THE STATE GOALS FOR LEARNING IN YOUR TEACHING?**

4 - not
3 - as guide
3 - in objectives/goals
3 - very little

4. **AT PRESENT, ARE YOU USING THE TASK LISTS IN YOUR TEACHING?**

7 - no — too specific
7 - yes — "What are task lists?"

5. To prepare students to live and work successfully in the 1990's and beyond, what do you think should be:

A. **DROPPED FROM THE HOME ECONOMICS CURRICULUM?**

6 - clothing construction
2 - cooking
1 - pattern altering
several nothing or blank

B. **ADDED TO THE HOME ECONOMICS CURRICULUM?**

7 - parenting
5 - family relationships
4 - adult living
4 - communicating - getting along
2 - crisis courses
2 - technology
2 - job skills
2 - consumerism
1 - care of elderly
1 - management
1 - food science
1 - service skills
1 - clothing alterations
1 - clothing construction & retail management
1 - stress management
1 - math/science
1 - social issues
1 - emphasis in reading and following directions
1 - conservation
1 - nutrition
1 - child development
1 - apparel design
1 - child care
1 - entrepreneur

6. **AS YOU THINK ABOUT RECEIVING A NEW HOME ECONOMICS CURRICULUM GUIDE, LIST THE TYPES OF INFORMATION YOU WOULD FIND MOST VALUABLE. EXAMP OBJECTIVES, GENERALIZATIONS, STUDENT ACTIVITIES, ETC.**

12 - Student activities - application
- Jr. high curriculum - career oriented
- Study guides
- Discussion starters
- Projects to research
- How to deal with T.L. & SGL
- New ideas for future courses
- Lesson plan ideas
- Up-to-date information
- Ideas to generate student interest
- "Ability to videotape w/out being censored" - tv programs of importance
- means of tailoring curriculum to accomodate a variety of time schedules
- course outlines helpful - more student activities

SUMMARY OF TEACHER TEAM

ILLINOIS PLAN FOR HOME ECONOMICS EDUCATION

QUESTIONNAIRE

Purpose: To gather information from teachers to be used in developing the Illinois Plan.

Directions: Write your comments after each of the questions. If more space is needed, write on the back.

1. Considering your school:

A. **WHAT IS THE PROCESS FOR ADDING A NEW COURSE?**

18 - Principal, Curr. Comm., Supt., Board
3 - Curr. Comm., School Board
2 - Dept. Chair., Curr. Comm.
2 - Principal
1 - EFE procedure
1 - School Board
1 - Curr. Comm.

B. **IF YOU WERE TO ADD A COURSE, HOW LONG WOULD THE CURRICULUM PROCESS TAKE?**

8 - 1 yr.
6 - 1 to 2 semesters
6 - 1 semester
2 - 1+ 2 yrs.
1 - 6 months to 1 yrs.
1 - 4 months to 1 yr.
1 - several months
1 - few weeks

C. **WHAT IS THE PROCESS FOR DELETING A COURSE?**

9 - low enrollment
8 - approval of Board
5 - when Admin./School Bd. wants to
1 - Dept. Chair., Curr. Comm.
1 - Principal
1 - Teacher choice
1 - auto. if not taught 3 cons. yrs.

D. **IS IT EASY TO CHANGE CONTENT WITHIN A COURSE?**

26 - yes 2 - no

IF YOU ANSWERED YES, BRIEFLY EXPLAIN HOW YOU WOULD DO THAT.

8 - Teachers
2 - Principal (Admin.)
1 - Dept. Chair., Curr. Comm.
1 - Counselor & Principal
1 - Work with H.S. teachers
1 - Dist. Dept. Chair.
1 - Locked in for 5 yrs.
1 - Unless a contro. topic

2. One of the objectives of the Illinois Plan for Home Economics Education Project is to develop a resource list for teacher use.

A. **FROM YOUR TEACHING EXPERIENCE, HOW VALUABLE ARE RESOURCE LISTS?** Free materials would be nice - also speakers and other resource people.

14 - very valuable - while developing a new course
15 - somewhat valuable

B. **WHAT TYPES OF MATERIALS SHOULD BE INCLUDED? EXAMPLES: TEXTBOOKS,WORKBOOKS, VISUAL AIDS, COMPUTER PROGRAMS, FILM STRIPS, SLIDES, VIDEO TAPES. UNDERLINE THE MOST NEEDED.**

All were underlined.

C. **WHAT TYPE OF INFORMATION SHOULD BE INCLUDED IN THE RESOURCE LIST: EXAMPLES: PUBLICATION DATE, AUTHOR, DESCRIPTION OF THE MATERIALS, ADDRESSES. UNDERLINE THE MOST NEEDED.**

All were underlined.

3. **AT PRESENT, HOW ARE YOU USING THE STATE GOALS FOR LEARNING IN YOUR TEACHING?**

10 - as a guide for content
5 - not
3 - in course objectives
2 - in classes
1 - incorporating learning assessment prog. within curr.

4. **AT PRESENT, HOW ARE YOU USING THE TASK LISTS IN YOUR TEACHING?**

6 - checking course content aginst them
4 - not
3 - already in courses
2 - currently reviewing
2 - not approp. for what I teach
1 - use in 9th grade orient. course
1 - technically yes - but some too specific
1 - course descriptions
1 - with HERO students

5. To prepare students to live and work successfully in the 1990's and beyond, what do you think should be:

A. **DROPPED FROM THE HOME ECONOMICS CURRICULUM?**

10 - nothing
4 - less emphasis on food preparation
4 - less emphasis on sewing
1 - detailed sewing (tailoring, etc.)
1 - survey classes - because it's covered in Jr. High
1 - the way we view sewing
1 - standard foods & clothing

B. **ADDED TO THE HOME ECONOMICS CURRICULUM?**

8 - consumer ed.
7 - work and family life
5 - human relations
5 - careers
5 - elderly
4 - independent living
4 - using convenience foods
4 - basic life skills
4 - problem solving/decision making
4 - child care/rearing
3 - use of computers
3 - nutrition
3 - divorce and single parenting
3 - coping skills
3 - human development
2 - employability skills
2 - time management
2 - teen pregnancy
2 - drug and alcohol abuse
2 - health care
2 - self-esteem
1 - regional skill shops competition
1 - housekeeping skills
1 - science credit h.e.
1 - peer pressure
1 - parenting
1 - child development
1 - work ethics
1 - adaptability skills
1 - stress management
1 - latchkey kids
1 - unemployment, homeless, hunger
1 - global society
1 - comp. literacy
1 - personal economies
1 - technology & home life
1 - food service

6. **AS YOU THINK ABOUT RECEIVING A NEW HOME ECONOMICS CURRICULUM GUIDE, LIST THE TYPES OF INFORMATION YOU WOULD FIND MOST VALUABLE. EXAMPLES, OBJECTIVES, GENERALIZATIONS, STUDENT ACTIVITIES, ETC.**

23 - Student activities (Worksheets, puzzles, word search, creative thinking, roleplaying, prob. solving, hands-on)
12 - Objectives (work, home, family), (designed to meet state guidelines), use of task lists & state guidelines for course & activities
6 - Resources
4 - Quizzes, tests
3 - Generalizations
2 - Course time limits
2 - Supplementary special needs materials
1 - Learner outcomes rather than objectives
1 - State guidelines
1 - No tests
1 - Pretests
1 - Community resource use ideas
1 - Career application
1 - Help in designing & use of daily lesson plans
1 - Need a curriculum that reflects the special needs of urban school districts
1 - Resource people
1 - Video programs
1 - A list of successful programs in the state so you could contact them
1 - Cost studies
1 - Goals
1 - Teacher activities
1 - Reinforcement activities
1 - Projects to be done in conj. with various units
1 - Backgrounds to make transparencies
1 - Examples and case studies

M E M O

TO: Teacher Team Member

FROM: Charlotte and Diana

DATE: January 17, 1989

RE: Help Needed

INTRODUCTION: One part of the Illinois Plan for Home Economics Education is to develop a resource list for teachers for the exploration and orientation levels, grades 7-10.

OBJECTIVES:
1. To create a format that is simple to use.
2. To include as much information as possible in the least amount of space.

DIRECTIONS FOR YOU:

1. Review samples to meet the objectives above.
2. Select the sample that you feel is most useable for our teachers in Illinois.
3. You are more than welcome to combine ideas, shorten, revise, and/or rewrite.
4. Write your comments on the sheet(s) and return in the enclosed envelope.
5. Drop in the mail by Thursday, Jan. 26.

FOLLOW UP: We will take your ideas and return for a final "note".

(PLEASE DO NOT SEND US RESOURCES OLDER THAN 1986)

Heading: (Textbook, Computer Software, etc.) _____

_____

Title: _____

Short description of the material: (what's in it):

Grades: _____

Reading level:(?) _____

Approx. length: _____

Authors:

Copyright Date: _____

Cost: _____ (If software, is it available for preview?)

Available from: (Include phone # if possible)

Additional information:

Your Name: _____

Phone: _____

Best time to be phoned: _____

SAMPLE RESOURCE LIST #1

Textbooks and Workbooks

Rieken, J. L.,& House, G. (1986). Succeeding on your own. Orlando, FL: Harcourt Brace Jovanovich, Publishers. $18.00

Also a Teacher's Resource Guide. $25.50. Includes information on topics such as personal development, communication, rights and responsibilities of consumers and citizens, employment, money management, nutrition and food, health and safety, housing, clothing, transportation, and more.

The Teacher's Resource Guide provides activities and tests, individually designed for ninth-grade students and for tenth-through twelfth-grade students. Also includes teaching strategies, performance objectives, project ideas and much more.

Computer Software

Making ends meet. Sterling, IL: C.W. Publications. $45.00
1 - 5 1/4" diskette for Apple II+, IIc, IIe, and IIgs.

This simulation allows students to try to make ends meet with the income and family profile assigned to them by the computer. After making some financial decisions, students are confronted with 50 realistic spending situations. If unable to make ends meet, students are asked a series of questions to help them understand why they ran out of money.

Resource Addresses

C. W. Publications
Box 744
Sterling, IL 61081
(815) 626-5679

Harcourt Brace Jovanovich
Midwestern Region
7555 Caldwell Avenue
Chicago, IL 60648
(312) 647-8822
(312) 237-2665

SAMPLE RESOURCE LIST #2

Succeeding on your own. A textbook and a Teacher's Resource Guide dealing with such topics as personal development, communication, rights and responsibilities of consumers and citizens, and much more. Emphasis on life management skills, study aids for a range of abilities and special skill-building features. The Resource Guide has activities, tests, performance objectives, etc.

Grades: 9-12
Authors: Jeri Lyn Rieken and Dr. Gail House
Copyright: 1986
Cost: $18.00 Textbook $25.50 Teacher's Resource Guide

Available from: Harcourt Brace Jovanovich
Midwestern Region
7555 Caldwell Avenue
Chicago, IL 60648
(312) 647-8822
(800) 237-2665

Making ends meet. A 5 1/4" diskette for Apple II+, IIc, IIe, and IIgs allows students to try to "make ends meet" with the income and family profile assigned to them by the computer. Students compute their net pay, choose a financial institution,open a checking and savings account, choose an apartment to rent, a car to buy, and the types of insurance coverage they want. Students are then given 50 realistic spending situations they must deal with. If unable to "make ends meet" during the month, students are asked a series of questions to help them understand why they ran out of money. A teacher management program is also included.

Approx. class hours: 2-4
Catalog No:1000
Cost $45
Available from: C. W. Publications
Box 744
Sterling, IL 61081
(815) 626-5679

SAMPLE RESOURCE LIST #3

Key to abbreviations

Activity Guide = A.G.
Cassette = CASS.
Computer Software = C.S.
Filmstrip = F.S.
Slides = S.
Teacher's Guide = T.G.
Textbook = T.B.
Video = V.

Succeeding on Your Own

Deals with such topics as personal development, communication, rights and responsibilities of consumers and citizens, and much more. Emphasis on life management skills, study aids for a range of abilities and special skill building features.

Harcourt Brace Jovanovich - $18.00 - 1986 - T.B.

Succeeding on Your Own

Teacher's Resource Guide that provides activities and tests, teaching strategies, performance objectives, project ideas, etc.

Harcourt Brace Jovanovich - $25.50 - 1986 - T.G.

Making Ends Meet

Allows students to try and make ends meet with the income and family profile assigned to them by the computer. Students are given 50 realistic spending situations they must deal with. If unable to make ends meet, students are asked a series of questions to help them understand why they ran out of money.

C.W. Publications - $45.00 - 5 1/4" diskette AppleII+, IIc, IIe, IIgs - C.S.

Resource Addresses:

C. W. Publications
Box 744
Sterling, IL 61081
(815) 626-5679

Harcourt Brace Jovanovich
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HOME ECONOMICS EDUCATION

ILLINOIS PLAN FOR

TO: Teacher Team Members
FROM: Charlotte & Diana
DATE: February 8, 1989
RE: Your Contributions, Need for Resource List

Of the 26 responses we received to the Sample Resource List, 1 liked #3 best, 4 liked #1 best and 21 liked #2 best. #2 is our winner! We will add the headings, i.e. textbook, computer software, etc., as found on #1 since several requested this. We agree it would be nice to include the reading level of books, if a software program is available for preview, and the approximate class time. We will do this if possible.

We are compiling a resource list of free or inexpensive newsletters that we think are worthwhile, a list of professional, organizations, and a list of additional places to get resources. But, who better knows about good textbooks, software, workbooks, visual aids, film strips, slides, and video tapes than you teachers who are using them? We think you are the best qualified, so we are asking you to provide us with 4-5 good resources that you are aware of. We think that most teachers have enough material in foods preparation and clothing construction so we would like the resources to be in the nutrition and/or food management, consumer area, housing, textiles, personal issues, family issues, children's issues, or employability. Include as much of the information as possible according to the attached outline. We will type all the resources when we get them back and select and combine them with our materials for our first draft copy Resource List! We will share with you at a later date.

Enclosed you will find 5 sheets to be completed. Feel free to duplicate if you would like to submit more than five. Return by Monday, February 20. Envelope is enclosed for your return.

Your input will have an impact on teaching. THANKS!

P.S. If your schedule has changed for phone times, please include on one of the forms.

Charlotte Carr
Project Director

Diana Greene
Assistant Research
Project Administrator

Turner Hall, Room 138
Illinois State University
Normal, IL 61761-6901
Phone: (309) 438-2620

Equal Opportunity/Affirmative Action University

BEST COPY AVAILABLE

(PLEASE DO NOT SEND US RESOURCES OLDER THAN 1986)

Heading: (Textbook, Computer Software, etc.) _____

_____

Title: _____

Short description of the material: (what's in it):

Grades: _____

Reading level:(?) _____

Approx. length: _____

Authors:

Copyright Date: _____

Cost: _____ (If software, is it available for preview?)

Available from: (Include phone # if possible)

Additional information:

Your Name: _____

Phone: _____

Best time to be phoned: _____